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USSR Report

HUMAN RESOURCES



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LABOR

LABOR LAW EXPERT EXPLAINS NEW LABOR DISCIPLINE MEASURES

Moscow TRUD in Russian 30 Oct 83 p 4

[Interview with V. G. Zinchenko, head of the Section for Labor Legislation of the Legal Department of the AUCCTU by TRUD: "To Strengthen the Procedure in Production. The New in Legislation on Labor Discipline"; date and place of interview not given]

[Text] As is well known, along with the creation of economic and organizational conditions for uninterrupted and highly productive work of labor collectives, a number of additional legal measures for the strengthening of discipline in production are provided for by the decrees of the CPSU Central Committee, the USSR Council of Ministers, and the AUCCTU of 28 July 1983 "On the Intensification of Work With Respect to the Strengthening of the Socialist Discipline of Labor", as well as of the USSR Council of Ministers and the AUCCTU of 28 July 1983 "On Additional Measures for Strengthening Labor Discipline." Corresponding changes in the Fundamentals of Labor Legislation were introduced by a decree of the Presidium of the USSR Supreme Soviet of 12 August 1983.

On 25 October 1983, the USSR State Committee for Labor and Social Problems and the Secretariat of the AUCCTU approved the interpretation of the procedure for the application of the new legislation. In connection with questions about it raised by readers, V. G. Zinchenko, head of the Section for Labor Legislation of the Legal Department of the AUCCTU, talks about it.

[Question]: Under what circumstances are additional leaves granted for uninterrupted work service?

[Answer]: In conformity with the decree of the CPSU Central Committee, the USSR Council of Ministers, and the AUCCTU of 13 December 1979 "On the Further Strengthening of Labor Discipline and Reduction of Personnel Turnover in the National Economy", workers and employees in associations, enterprises, and organizations of industry, agriculture, construction, transportation, communi-

cation, in geological survey organizations and in organizations for hydrometeorology and control of the environment, were granted paid additional leaves of up to 3 days in length for uninterrupted length of service in one enterprise. They are given in the following manner: The first day of leave after 3 years of uninterrupted work, and for every subsequent two years--one day each.

The decree of the USSR Council of Ministers and the AUCCTU of 28 July 1983 introduces a preferential procedure for the granting of these leaves for workers and employees who work conscientiously and do not allow violations of labor discipline, as an incentive. The second and third day of the leave is granted to these workers not after two years, but after every year of work.

Those workers and employees are regarded as working conscientiously who fulfill the norms of output (service), who make efficient use of work time, who do not permit waste in their work, and who also have other positive production indicators. The question of whether a worker or employee worked conscientiously in a corresponding work year is decided by the administration, taking into account the opinion of the collective of the subdivision (brigade).

Workers not permitting violations of labor discipline refers to workers and employees who at the moment of receiving second and third days of leave do not have disciplinary or public penalties for the violation of discipline.

The remaining conditions for the granting of the indicated leave are common both for those receiving it on preferential terms and for the workers who do not enjoy such preference. They are granted to workers and employees who have an annual leave of 15 working days in length. In so doing, the 3-day additional leave, granted to workers who have 2 and more children under the age of 12, as well as additional leaves for the fulfillment of state and public obligations, are not included in the 15 days, i. e., they are granted over and above the leaves for uninterrupted length of service.

The length of service giving the right for this leave is figured from 1 January 1980. It includes the actual time spent in doing work which gives the right to additional leave: Time during which the worker or employee did not work, but during which his job (post) was held for him and his wage was paid in full or in part or assistance was paid by way of the state social insurance. Periods of routine military service, work in released duties in party, trade union and Komsomol organizations of the enterprise, the temporary transfer to other duties for health reasons, in connection with pregnancy, the nursing of children or the presence of children under the age of 1, study undertaken at the request of the enterprise in courses, in the vocational and technical school, and other educational institutions for the training of personnel are included in the length of service if they were preceded or if were immediately followed by work giving the right to additional leave. If the worker is transferred to another enterprise to work which gives the right to this leave, or after dismissal again joined the same enterprise for the periods necessary for the preservation of the length of service giving the right to assistance based on a medical certificate, the uninterrupted length of service for receiving additional leave is not interrupted.

It is also envisaged that additional leave for uninterrupted length of service is granted not only to workers and employees employed in the productive sectors of the national economy, but also to workers of production units regardless of their departmental subordination, if their work is paid as in the production sectors (for example, to workers of workshops and other organizations for the rendering of industrial-type services, experimental factories, institutes, etc.)

[Question]: What is the procedure for the reduction of leave for shirkers?

[Answer]: In order to intensify the struggle against shirkers as especially malicious violators of labor discipline, it has been established that for loafing without valid reasons their regular leave in the corresponding year is reduced by the number of days during which they loafed. The application of this measure is obligatory in all cases. The basis for the reduction of leave is the order [prikaz] (regulation [rasporyazheniye]) of the administration. Since workers and employees, who are absent from work for more than 3 hours in the course of the work day (continuously or in all), are placed on the same footing as shirkers, the indicated measure also applies to them. Not only the annual, basic leave, but also all types of additional leaves are subject to the reduction: For uninterrupted length of service in one enterprise, for a non-standardized work day, for work with harmful working conditions, for work in enterprises located in the regions of the Extreme North and localities equated to them, and others (Articles 33 and 34 of the Fundamentals of Labor Legislation).

The leave is reduced in the work year in which the loafing was permitted to occur. However, its length must be no less than 12 work days per calendar. As far as the 3-day leave for women who have children under the age of 12 is concerned, as well as the additional leaves for state and public obligations, they are not included in the number of these 12 work days. The reduction of leave for loafing is not a disciplinary penalty and is carried out independently of other measures of influence (social, disciplinary and material). Upon the petition of a labor collective (in conformity with Article 9 of the USSR Law "On Labor Collectives and the Increase of Their Role in the Administration of Enterprises, Institutions and Organizations"), the administration has the right to adopt a decision only about the partial reduction of leave or granting it fully to the worker who is guilty of loafing, if after this he works conscientiously.

In case of the dismissal of a worker who has permitted loafing to occur, the compensation for the unused portion of his leave is reduced by the number of days during which loafing took place, but is paid for no less than 12 work days if he worked for a full work year. In the case of dismissal prior to the expiration of a work year, compensation is paid in proportion to the time worked less the days of loafing, but for no less than 12 work days. For example, the worker who has the right to leave of 15 work days in duration during the last work year before dismissal worked for 10 months, in the course of which he loafed for 4 days.

In this case, the calculation of compensation is carried out taking as point of departure the 12-day leave guaranteed to the worker. The length

of the leave would come to $12 \div 12 \times 10 = 10$ work days, for which compensation must be paid.

[Question]: Is the transfer of violators of discipline to lower-paid work allowed without regard to profession and specialty?

[Answer]: Such a transfer is possible only for the systematic violation of labor discipline, loafing without valid reasons and coming to work in a state of intoxication. Workers and employees are regarded as systematically violating labor discipline if, having disciplinary or social penalties for the violation of labor discipline (not removed in accordance with established procedure), they again violated discipline within a year from the day of their imposition. For other violations of discipline, the worker may be transferred to lower-paid work only if his profession and specialty is taken into consideration.

Regardless of the character of the violation of discipline, a transfer can be effected only to such lower-paid work which is not counterindicative to the state of health of the worker.

The time of its execution is not included in the period of advance notice of dismissal at his own request, and dismissal, as a rule, is not allowed during this period.

Prior to the expiration of the period of the execution of work to which a worker or employee has been transferred for the violation of labor discipline, the administration, with the agreement of the worker, may cancel the labor agreement only in those instances when this is called for by the interests of production. Dismissal in this case is carried out in accordance with Article 31 of the RSFSR Labor Code and the corresponding articles of the Labor Codes of other union republics, and not by agreement of the two sides.

[Question]: What measures of material influence are applied to workers who are dismissed for the violation of labor discipline?

[Answer]: For workers and employees who are dismissed for the systematic violation of labor discipline, loafing without valid reasons, or coming to work in a state of intoxication, all types of bonuses envisaged by the system of pay for their work in their new place of work are subject to mandatory reduction by one-half for the duration of 6 months. The bonus is paid in the amount of one-half regardless of a subsequent change in the place of work. Beyond a period of 6 months, the reduction in bonuses paid is not allowed. This regulation also does not extend to once only incentives and rewards.

For a worker who is employed in a brigade, the bonus is reduced, proceeding from its magnitude and taking into account the actual contribution to the general results of the work. The part of the bonus of this worker held back during this period is not paid out to the other members of the collective.

Upon the expiration of 3 months, in the case of the conscientious work of the worker or employee, the administration, with the consent of the trade union committee, may, on the basis of a petition by the collective of the subdivision (shop, department, section, brigade) make a decision with respect to the full payment of bonuses in the future.

[Question]: How does legislation presently solve questions of the compensation of damages to the enterprise caused by the worker?

[Answer]: In contrast to the previously effective legislation, according to which the sum of the penalty for damage inflicted on the enterprise could not exceed, as a general rule, one-third of the monthly wage rate (salary) of the worker, Article 49 of the Fundamentals of Labor Legislation (in the edition of the USSR Supreme Soviet of 12 August 1983) provides that this sum must not be higher than one-third of his average monthly wage. Compensation for damage within these parameters is effected upon the regulation of the administration irrespective of the agreement of the worker. The agreement of the worker is also not required in those cases when, according to law, he bears full material responsibility or when other limits of material responsibility (for example, two-thirds of the average monthly wage in the case of the output of defective production) are established, but at the same time, in effect the damage does not exceed one-third of his average monthly wage. The administration has the right to order the retention of the damage within two weeks from the day of its discovery. If this period is allowed to pass, the penalty is carried out through legal proceedings.

Such a procedure of retention also applies in the case of the collective (brigade) material responsibility. In this case, the point of departure must be the sum of material damage which falls to the share of the member of the brigade. If this sum does not exceed one-third of his average monthly wage, the penalty is carried out on order of the administration. In all other cases, the administration is obligated to prosecute in the People's Court. If the reason for the damage inflicted on the enterprise was the intoxicated state of the worker, damage must be compensated in full.

Labor disputes involving a penalty of [withholding] damage from the wage of the worker are examined, as a general rule: In the Commission for Labor Disputes, the trade union committee, and the People's Court. The appeal by a worker to the Commission for Labor Disputes does not stop the execution of the order of the administration with respect to the retention of damage.

[Question]: Is there an advantage for workers who are dismissed at their own will for valid reasons?

[Answer]: For workers and employees discharged from work for valid reasons, the uninterrupted length of service is preserved on the condition that the interruption in work did not exceed one month or longer periods established by legislation.

A reason for discharge is considered valid if the work agreement is dissolved at his own request as the result of illness, which prevents

the continuation of work or residence in the given locality, according to a medical finding; the necessity of leaving to care for sick members of the family (in accordance with a medical finding) or invalids of the 1st group; the transfer of a husband or wife to another locality; the sending of a husband or wife to work or for service abroad, moving to the place of residence of a husband or wife; moving to another locality by order of the Department of Resettlement and the Organized Recruitment of Workers, rural resettlement, as well as in other cases when, in conformity with legislation, the administration is obligated to release workers and employees without hindrance for work in enterprises of individual sectors of the national economy; election to a post filled on the basis of competition; inclusion in higher, secondary specialized or other educational institution, for post-graduate study or clinical internship; violations, on the part of the administration, of the legislation on labor, the collective or work agreement, changes in the conditions of work. Also regarded as valid is the discharge, at their own request, of invalids and pensioners for reasons of age, pregnant women, mothers with children under the age of 8. If, in the dismissal for some of these reasons legislation provides for different periods of the preservation of length of service, these periods are applied. For example, in the dismissal in connection with the transfer of a husband or wife to work in another locality, the length of service is preserved irrespective of the duration of the interruption in work, and in case of dismissal in connection with disability--for the duration of 3 months from the day of the restoration of the ability to work.

In the absence of valid reasons for dismissal at the worker's own request, the uninterrupted length of service is preserved only for the duration of 3 weeks. Such a procedure for calculating the length of service is applied to cases of dismissal at the worker's own request, beginning on 1 September 1983.

The reason for dismissal is significant also in the determination of the period of notice concerning the dissolution of the work agreement at the worker's own request. If, as a general rule, the work is obligated to notify the administration in regard to a discharge at his own request 2 months in advance (Part 1, Article 16 of the Fundamentals of Labor Legislation in the edition of the Presidium of the USSR Supreme Soviet of 12 August 1983), the application for dismissal for valid reasons may be submitted 1 month in advance. In cases when dismissal is determined by the impossibility to continue work (for example, in connection with enrollment in an educational institution, or the necessity of leaving to care for sick members of the family, etc.), the administration dissolves the work agreement within a shorter period if this is requested by the worker.

[Question]: How is the working off of short-term leaves without preservation of wages organized and how is this time paid for?

[Answer]: The conditions for the such working off are established on the basis of an agreement between the worker and the administration. They can be determined with regard to the possibilities of production, both in the granting of the leave and subsequently. The working off is possible only during

non-working time in the course of the three months following the completion of the leave without preservation of wages. The number of days (hours) subject to repayment is established depending on the duration of the leave at one day of work of corresponding duration for the given category of workers for every day of leave. The repayment time for workers, for whom shortened work time is established by law, is correspondingly reduced. The repayment time may not be considered as overtime work or work on a day off, for this reason payment for it is made in all cases on the basis of the ordinary scale.

The calculation of leaves without preservation of wages and the time for their repayment is entrusted to the administration of the enterprise or organization.

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LABOR

PROBLEMS, DESIRABILITY OF HIRING RETIREES DISCUSSED

Consumer Service Jobs

Moscow PRAVDA in Russian 23 Sep 83 p 3

[Article by Latvian SSR Deputy Minister of Consumer Services Ya. Bocharov (Riga): "Within the Power of Veterans"]

[Text] Recently at the "Rigas modas" Production Association cutter V. Kalichuk and I got into a conversation. He has been working in our system for nearly three decades. He has been awarded the order "The Badge of Honor."

"There are many of us, labor veterans, here," the cutter said. "I have in mind those whom they have already placed on a pension and before long offered the former workplaces. Incidentally, this is a very good tradition--when seeing a person off in a festive atmosphere to well-earned rest, to say to him as well that, as before, they are waiting for him in his own collective, that here they need his skill and experience."

Vladislav Yakovlevich is correct. At all the enterprises of our ministry it has become a tradition to invite retirees to work in the clothing repair and tailoring shops and workshops. The majority of them work enthusiastically, showing an example to the young people. V. Kalichuk, for instance, enjoys deserved prestige among his comrades, they commend his work with bonuses. And a photograph of the veteran hangs on the Honor Roll. There, too, is a portrait of another retiree, A. Lun', a dressmaker of the 22d clothing repair and tailoring shop.

This meeting affected me--is it really not joyful to see a person of advanced years, who is keen on work, active, in short, young in spirit, who benefits society? And they can name such people at the majority of our enterprises. Retiree L. Ferante is working very well as a receiving clerk at the Vilnis Production Association, where they do dry cleaning, while D. Liaksa is working very well as a foreman of Shop No 5. They not only are coping irreproachably with their official duties, but have also proven themselves to be skillful tutors of young people. K. Kozhukhov, an expert in the repair of musical instruments, is more than 80 years old. He has taught his difficult specialty to many young workers.

Of course, the enlistment of retirees, as well as the disabled in labor within their capacity is a difficult matter. We are striving to manage it and to settle more rapidly the questions which depend on us, so that work would go better for such people. Not only the demographic situation, which has now formed in the republic, and the shortage of manpower reserves are prompting us to this. The sector has numerous workplaces, in which retirees and the disabled can successfully exert their efforts, by working an entire shift or a part of it, a partial week. And we are trying to see to it that there would be more such people. Our efforts are yielding definite results. The reserve, of which it is a question, is being used more and more completely. Here are figures which clearly attest to this. As compared with the autumn of 1980 the number of retirees, disabled, as well as homeworkers, who are employed at enterprises of the ministry, has increased by more than 60 percent and has reached nearly 6,000. In spite of the fact that their output comes to only 70-80 percent of the average output for the system, the labor contribution of retirees and the disabled is very impressive. Per year it is equal to a volume of sales of services of 16.3 million rubles. This is 14 percent of the republicwide figure.

The labor of veterans is helping to improve more successfully the economic indicators of service enterprise: to achieve an increase of the output-capital ratio, the utilization ratio of equipment, the increase of the hours of the receiving network, which makes it possible to save the time of clients in case of the turning in and receiving of orders.

Of course, among retirees there are also people who previously have had nothing to do with consumer service. A system of on-the-job training has been created for them. The training lasts for 3 to 6 months. It is necessary, of course, to take such a course, in order to manage confidently the assigned job.

It is also impossible not to speak about those who engaged in labor at home. There are now several hundred such people in our service. And this number is continuing to increase. We provide them with everything necessary: knitting machines, manual looms, typewriters, raw materials.

And still we are disturbed by the fact that the possibilities for the more extensive involvement of retirees and the disabled in labor at personal service enterprises are being utilized far from completely. The point is that the enlistment of such people is not always economically profitable for us.

In the consumer services system so far there are no special sections and works for retirees and the disabled. It is nearly impossible to create them, taking into account the specific nature of the sector. Therefore the labor of these people is being used in accordance with general practice. Of course, the majority of them work for understandable reasons not as quickly as those who are younger. But the level of labor productivity and the volume of sales of services are established with allowance made for the total number of employees. Therefore the interest of the executives of enterprises in the enlistment of retirees and the disabled is decreasing. Apparently, the need has arisen to take their output into account separately, without adding it up with the results of the labor of other workers.

It is also useful to revise the conditions of the remuneration of the labor of the disabled of the second and third groups. According to the prevailing statute, they do not have the right in case of the retention of the full pension to earn more than 120 rubles a month. They tell us that such a procedure is dictated by concern about the health of people. However, it should not be forgotten: among the disabled of the third group there are people who under specific working conditions, of course, want to and can without detriment to themselves work more intensely and accordingly earn more in case of the retention of the full pension. Perhaps, it is worthwhile to think about this. And to adopt the suggestion: taking into account in each specific case the state of health of a person, in case of favorable medical evidence to permit him to work a complete workday.

I want to speak specially about accountants. In Latvia personal service sells up to 600 types of services, and the majority of them have their own peculiarities of planning, accounting and reporting. Therefore the state of economic, accounting work is of prime importance for us. Both our customers and the collectives of enterprises are interested in its precision. It is a difficult matter to master the occupation of a personal service accountant. Not being afraid to make a mistake, let us say: a skilled accountant is the most important link in the system of management at the enterprises of the sector. And it is very regrettable that we are not able to keep the most experienced of them upon reaching retirement age. It is simply disadvantageous for them to work in their specialty, since along with the pension they have the right to receive only 150 rubles.

The campaign for the accomplishment of the tasks, which were posed by the decree on the further development and improvement of consumer services, which was adopted in the spring of this year by the CPSU Central Committee and the USSR Council of Ministers, is now under way in the production collectives. The solution of the problem of manpower resources is one of the decisive conditions of the achievement of success. And in this matter the influx into personal services of retirees, the disabled and people engaged in labor at home occupies far from the last place. I would like the USSR State Committee for Labor and Social Problems and the USSR State Planning Committee to solve more rapidly the problems which were discussed above.

Labor, Social Measures

Moscow PRAVDA in Russian 27 Sep 83 p 3

[Article by Doctors of Philosophical Sciences A. Dmitriyev and P. Lopata: "The Person on a Pension"]

[Text] One of the peculiarities of the 20th century is the increase of the absolute number and proportion of middle-aged people in the total size of the population of the majority of countries of the world. This demographic shift, which is integrally connected with other areas of social life, has serious economic and social consequences.

The press of many bourgeois countries frequently reports on tens of thousands of homeless, "forgotten," "superfluous" people of advanced age, who are eking out a wretched existence and have been ignored both by society and even by

relatives. The reason lies in the sociopolitical system of these countries, which has melted all human feelings in the troubled waters of egotistical gain.

A different situation is forming in the socialist countries, where the state supports old age and where public respect for war and labor veterans is set down in the constitutions and other laws, in the very way of life of society.

According to the predictions of demographers by the end of our century people over the age of 50 will make up a significant portion of the population. How is one to assess the anticipated shift? First of all it is necessary to note the diversity of the consequences which will affect many spheres of vital activity--the economy, social relations, psychology, morals.

The sociodemographic group, which pensioners are today, is distinguished from other categories of the population by a large number of peculiarities. It is a question, in particular, not only of age characteristics and the specific nature of material security, but also of the relations with labor collectives and public organizations, the status in the family, value orientations and so forth.

The concept "pensioners," of course, is relative, since many of them continue to work to one extent or another. They play a significant role both in society and in the family, in short, in all the diversity of life of the country.

The principles of the social security of middle-aged people under socialism were substantiated and formulated by K. Marx. In "Critique of the Goethe Plan" he wrote that in society special assets, which are intended for the support of the disabled, should be allocated from the gross national product (K. Marx and F. Engels, "Soch." [Works], Vol 19, p 17). Now the public consumption funds in the USSR are steadily increasing. Their most important part--the social security fund--is also increasing. Whereas in 1941 in the USSR there were 4 million pensioners (of them 200,000 for reason of age), in 1982 the number of pensioners had increased to 51.4 million, of them 35 million for reason of age.

The problem of fair pension security and the improvement of the work of the appropriate services is one of the most important problems of middle-aged people. In recent years the Soviet state not only has enlarged the group of people who have the right to a pension and decreased retirement age for a number of categories of working people, but has also increased the amounts of pensions. The tasks of the equalization of the rights in the area of the pension security of workers, employees and kolkhoz farmers, the increase of the minimum amount of pensions and the bringing of the pensions granted in the past, when the level of wages, with allowance for which the pension was determined, was lower, up to the present level are gradually being accomplished, increments of various kinds are being introduced. The state is earmarking many billions of rubles in allocations for all this.

In the future the task is being posed to achieve such an amount of old-age pensions, in case of which the retirement of a worker does not significantly worsen his material status (here one must also take into account a certain decrease of the expenditures of retirees as compared with workers). Speaking

at the meeting with party veterans, Comrade Yu. V. Andropov said that "recently a decision was made on personal pensions for the participants in the Great October Socialist Revolution and the Civil War. More general questions also exist here. And we will study them. Although financial means do not make it possible to do this as quickly as would be wished."

The enlistment of retirees in labor which is within their power, which meets both the interests of the retirees themselves and the interests of society, is another no less important problem. The state of health of the overwhelming majority of retirees, as the studies of gerontology specialists show, does not rule out the possibility of working.

At any rate, the problem of enlisting middle-aged people in labor within their power requires its solution both for the purpose of lessening the unusual gap in the life cycle of a person and of overcoming the negative consequences of the abrupt change of his way of life and for the purpose of increasing the material well-being, vigor and health and of maintaining social contacts.

Now only one old-age pensioner in five is employed in the national economy, although in recent times the list of types of jobs, in which retirees can work while retaining the pension in the full amount, has been enlarged substantially. What is the matter?

Studies have shown that many factors operate here. Of course, the desire to maintain health, which it is important to take into account when granting easier working conditions to such workers, is placed in one of the first places. Employment is closely connected with the conditions of the payment of pensions and the length of the workday, as well as vacation. Such factors as the distance of the place of work from home, the level of skill, the attitude of family members to the labor of the retiree, the possibility of work at home and so forth are also of substantial importance.

Unfortunately, these factors are not always taken into account in the activity of economic and other managers. The local authorities are not using properly the opportunities which are granted by legislation. The rayon job placement bureaus, for example, are still ineffective in the information and organizing work with this group of the population.

During seasonal work the retirees of both the city and the countryside are being poorly enlisted in it, although for this it would be sufficient at times simply to organize their travel to the countryside and to pay for the work with a portion of the gathered harvest. Cooperative organizations of retirees in handicraft industries and the sphere of services (the rendering of personal services, care for children and the ill and so on), that is, in the spheres where their labor would be most efficient and useful, have also not received proper dissemination.

A set of measures, which encompass material stimulation, which ensures the employment of retirees, more perfect legislation on the labor of retirees, a system of information and the creation of the conditions for those continuing to work (a partial shift for some, work at home for others), is necessary for the solution of the problem. As is known, the decree of the CPSU Central Committee and the USSR Council of Ministers "On Measures on the Material Stimulation of

the Work of Retirees in the National Economy" afforded extensive opportunities and benefits. Now the problem consists in the more consistent, more diverse work of various administrative organs on the implementation of the policy of the party in this matter.

At the meeting in the CPSU Central Committee with party veterans there was a frank discussion about how to use best the abundant experience of the older generation in educational work, first of all with young people. The experience and knowledge of veterans are especially needed here. The party is making the appeal that every labor veteran would be a tutor of the young generation. The forms of such tutorship are diverse. These are the councils of veterans and the schools of labor mastery, participation in work at the place of residence.

The desire to be useful to other people is the dominant reason for the public activeness of our veterans. Moreover, public work makes it possible not to separate oneself from the labor collective, to maintain contacts with comrades, friends and colleagues and gives great moral satisfaction.

However, frequently the veterans, who have retired and have ceased to work at the works, note that they are not enlisting them in such work and are not showing adequate concern and respect. Local authorities, the administration of enterprises and institutions and public organizations do not always take into account the sociopsychological peculiarities of this group of the population, while at times display bias against the use of retirees in public work. Such phenomena should encounter resolute opposition on the part of the public.

With age the range of contact for individual people narrows. The duty of one's associates in this case is to take into account the problem of the loneliness of middle-aged people, which is still being encountered. In case of retirement frequently the professional and friendly contacts, which a worker had, decrease sharply, which affects the way of life. This influences especially negatively the active, leading workers, who, so to speak, lived by work. No television broadcasts can replace simple human contact, which people need so much. Therefore, particular attention should be directed to the activity of retirees at the place of residence and to the creation for them of the necessary conditions for this.

Another, no less important task is also arising--to perform and coordinate preliminary work among people of retirement age for the purpose of alleviating or completely eliminating the negative consequences of retirement. Vocational retraining, domestic science courses and health groups--in short, a number of measures of a preparatory nature--are important here.

Social security organs need greater assistance of the public--both in the finding of work for retirees and the improvement of daily life and in the implementation of various cultural and educational measures. In any case the social prestige and social activeness of veterans should increase even more.

The tasks posed by the party in the area of the most complete use of the experience of war and labor veterans requires the stepping up of the work of not only party and administrative organs and public organizations, but also

scientists. Apparently, the question of conducting comprehensive studies of the problems of middle age is ripe, since individual scientific disciplines (gerontology, sociology, economics) for all their importance can give only fragmentary results. The study of the peculiarities of middle-aged people should not screen us from the fact that retirees are an integral part of the social class and sociodemographic structures of socialist society. And the policy of the party and the state with respect to this social group is an integral part of the process of the formation of the social homogeneity of our society.

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EDUCATION

LEGAL EXPERT EXPLAINS RIGHTS, OBLIGATIONS OF NEW GRADUATES

Kiev PRAVDA UKRAINY IN Russian 20 Sep 83 p 4

[Commentary by V. Zamnius: "The Young Specialist"]

[Text] Many readers--Belov from Kharkov, Yevseyenko from Donetsk, and others--have asked us to talk about the rights and obligations of young specialists who have graduated from institutions of higher and secondary specialized education. Their questions are answered by the legal expert V. Zamnius.

The graduates of an institution of higher and secondary specialized education, who have finished a complete course of study and have defended projects (work) for a diploma, have passed the state examinations and are sent to work by the commission for personnel distribution, are considered young specialists for the duration of three years after graduation from the educational institution.

Students and those studying in day educational institutions who have not defended projects (work) for a diploma and have not passed the state examinations are subject to work assignments in conformity with the decisions of the commission for personnel distribution of young specialists, taking into account the specialty in which they studied in the educational institution.

If the ministry or department gives young specialists work that does not correspond to their specialties and qualifications, or does not secure housing for them, the commission, with the consent of the ministry or department within whose jurisdiction the educational institution operates, sends them to a different place of work.

Young specialists who have disability of the first or second group are assigned to work taking into account the state of their health and at the place of permanent residence of their family or, with their consent, to one of the places recommended by the commission. Those young specialists who have invalid parents of the first or second group are given work, upon their request, at the place of permanent residence of their parents, if there are no other members of the family who are capable of working.

To young specialists--wives (husbands) of officers and servicemen who have reenlisted--work is given in the place of the regular service of the tour of duty

of their husbands (wives) if work in their specialty is available there. To young specialists--pregnant women, mothers who have children under the age of one--work is given, upon their request, in the place of permanent residence of the family (husband, parents).

Spouses graduating from institutions of higher secondary specialized education at the same time are given work in enterprises, institutions and organizations located in one city or rayon. If one of the spouses graduates earlier from an educational institution, he is given work in accordance with general principles, taking into account the future work assignment of the other spouse in the same rayon (city), if later--in the place of work of the spouse.

Young specialists who have received a stipend at the expense of an enterprise or organization are assigned to work in the same enterprises and the same organizations. Only with the agreement of these enterprises and organizations can they be assigned to work in other places. If one of the spouses received a stipend at the expense of an enterprise [or] organization sending him to study, then regardless of which of them graduates from the educational institution first, the other spouse is given work in enterprises, institutions and organizations that are located in the same city (rayon), where the enterprise or organization is located which sent one of them to study.

If both spouses were sent to study in the indicated manner, the place of their work is determined jointly by the enterprises and organizations that sent them to study, and in case of disagreement--by the commission for personnel distribution of young specialists.

Only in exceptional cases is the young specialist given the right to independent job placement. In this case, the ministries and departments provide assistance in the arrangement of work according to the specialty and have the right to register their work assignment through the issuing of certification (Form No 2) instead of the certificate of independent job placement (Form No 3).

No later than 5 days after graduation from an educational institution, a young specialist is given a diploma, certification of his work assignment and money.

The certification of the work assignment is the basis for the conclusion of a work agreement between the young specialist and the administration of the enterprise.

For the duration of 3 years, the directors of enterprises, institutions and organizations are prohibited from dismissing young specialists without the permission of the ministry or department to which the given enterprise is subordinated, with the exception of cases of transfer to elected posts, the transfer of the husband (wife)--an officer or serviceman who has reenlisted--to a new place of work; the leave of a young specialist [to care for] his parents--who are invalids of the 1st or 2nd group in case there are no other family members capable of working; and the loss of work capacity by young

specialists (disability of the 1st and 2nd group).

If a young specialist for any reason cannot be utilized in the enterprise or organization where he is sent by the commission for personnel distribution, or if the conditions of the work agreement stipulated in the certification of the work assignment are not secured for him, the ministry [or] department under whose jurisdiction the enterprise, organization or institution operates is obliged to give other work in its system to the young specialist or to send him, with his consent, by way of transfer to work in the system of another ministry [or] department, provided they give their agreement.

Young specialists, whose time of work after graduation from an educational institution and service in the USSR Armed Forces amounts to less than 3 years, after their discharge into the reserve are obligated to return to work in the enterprise, institution and organization where they were sent by the commission for personnel distribution of young specialists.

The directors of enterprises, institutions and organizations are prohibited from accepting young specialists for work prior to the expiration of 3 years after their graduation from an educational institution without work assignment certification (Form No 2) or a certificate granting the possibility of independent work assignment (Form No 3), with the exception of cases indicated above.

The directors of institutions of higher education are prohibited from accepting young specialists, who have graduated from day institutions of secondary specialized education, for the continuation of their education, with work being discontinued, without documents issued in accordance with the established procedure by institutions of secondary specialized education.

Young specialists are granted living space out of turn. Dormitory space is a temporary measure of providing living space. In case of the absence of departmental living space, young specialists are provided with living space by the local Soviets of People's Deputies upon the petition of the corresponding institutions and organizations.

In the same manner young specialists are provided with living space who have received a stipend at the expense of enterprises [or] organizations if, prior to being sent to study, they lived in a dormitory or in rented living space.

Young specialists sent to work upon graduation from an educational institution are given a month's leave regardless of when they had their last vacation in the educational institution. During the time of the leave young specialists who are stipend recipients are paid an allowance in the amount of one month's stipend at the expense of the enterprise, institution or organization to which they are assigned for work.

Those who have received the possibility of finding work independently on the basis of a certificate of independent job placement (Form No 3) do not receive an allowance for the time of their vacation. Young specialists being sent to work in another locality after graduation are given the same guarantees and compensation in conformity with existing legislation.

EDUCATION

URGENT TRAINING TASKS IN CURRENT YEAR INDICATED

Moscow SREDNYEYE SPETSIAL'NOYE OBRAZOVANIYE in Russian No 9, Sep 83 pp 2-5

[Article by V. G. Shipunov, chief of the Educational-Methods Administration for Secondary Specialized Education, USSR Ministry of Higher and Secondary Specialized Education: "Urgent Tasks for Pedagogical Groups During the New Academic Year"]

[Text] During the new academic year the attention of the 5-million-person-strong army of staff members and pupils at secondary specialized schools will be concentrated on the problems of the activity of the CPSU and of the entire Soviet people with regard to carrying out the decisions of the 26th Party Congress, the Food and Energy Programs, as well as the decisions of the May, November (1982), and June (1983) Plenums of the CPSU Central Committee.

Among the urgent problems of secondary specialized schools during the 1983/84 academic year, as well as the first few years of the 11th Five-Year Plan, there remains the further development of the system of secondary specialized education, encompassing the entire spectrum of improving the curricula and syllabi, which determine the contents of the training of specialists, the creation of better conditions for the increase of the political and practical qualifications of the engineering-pedagogical and management personnel at tekhnikums (colleges), improvement of the system of recruiting them, as well as the distribution and utilization of young specialists on the basis of a targeted selection and assignment. The acuteness of the problem of improving public education was emphasized at the June (1983) Plenum of the CPSU Central Committee.

A firm foundation has been laid for solving the large, new problems set forth in the party and government documents in the field of secondary specialized education. Every year the tasks assigned by the plan with regard to turning out middle-level specialists are being fulfilled. During the 3 years of the current five-year plan approximately 4 million graduates of tekhnikums and colleges have been sent into the national economy. In 1982 alone the graduation of specialists for the various sectorial groups amounted to the following: for industry and construction--476,300 persons, for transport and communications--107,500, agriculture--206,700, economics and law--192,700, health care, physical education and sports--154,300, education--127,600, art and cinematography--26,700 persons.

Secondary agricultural education has achieved further development. At the present time 609 tekhnikums are training personnel in 40 specialized fields for rural areas. They have an enrollment of 734,800 pupils, including more than 110,000 on assignment from kolkhozes and sovkhoses.

The network of tekhnikums and colleges in the regions of Siberia, the North, the Far East, and the Non-Chernozem Zone of the RSFSR has continued to grow steadily. Now in operation here are approximately 2,000 educational institutions.

Since 1 September 1983 most of the pedagogical groups at secondary specialized educational institutions have converted to operating in accordance with the new curricula. Its beginning is, at the same time, also the culmination of an enormous creative labor by the USSR Ministry of Higher and Secondary Specialized Education and the sectorial ministries and departments on working out the basic directions and norms for revising the curricula of daytime, evening, and correspondence instruction. The Union-republic Ministries of Higher and Secondary Specialized Education, the GUUZ's [Main Administration of Educational Institutions], UUZ's [Administration of Educational Institutions] of the ministries and departments, as well as the councils of directors of the secondary specialized educational institutions are confronted with the important task of ensuring their successful introduction.

Already today each educational institution should develop measures to ensure the successful introduction of new and adjusted subjects into the educational process. It is necessary to discuss in detail the characteristics of the new curricula in subject (cyclical) commissions and pedagogical councils, to organize a familiarization of the pupils with the requirements of the new skills characteristics, and to set up display stands devoted to individual fields of specialization. We must recruit in a timely fashion specialists for teaching the new disciplines and provide them with pedagogical literature; we must create new or refurbish existing study rooms, furnish them with TSO [technical means of instruction], textbooks, motion pictures, and filmstrips.

At the present time there is no need to touch anew upon all aspects of revising the contents of training specialists. Let us merely note that the new curricula have a nomenclature of general-education subjects which has been unified with that of the secondary general-education school: they have a unified contents in the subjects of the humanities and natural-science and mathematics cycles; they have a system of basic concepts, laws, theories, and methods of the sciences which is identical to that of the school. The time allotted for the study of general-education disciplines in tekhnikums and colleges, although somewhat less than in a school, is, nevertheless, fully sufficient and comparable. This is so because, in determining the norms, we have relied on the basic programs as worked out by the USSR Academy of Pedagogical Sciences and used by the Educational-Methods Administration for Secondary Specialized Education in preparing syllabi for biology, economic geography of foreign countries, history, physics, literature, foreign languages, and drawing.

Thus, the conclusion may be drawn that the curricula of the present-day secondary specialized school have begun, to an even greater degree, to correspond

to the Leninist positions concerning its development as a general-educational, labor, and polytechnical school, and they will allow us to successfully solve the problem of shaping a universally developed personality of a specialist, capable of work and of continuing his own education.

To this it should be added that introduction of the new cycle of socio-economic disciplines, their continuous study at all course-levels, and a state examination will strengthen the ideological-political potential of secondary specialized education and will enhance its role in solving the problems of indoctrinational instruction. Such are the brief positions pertaining to the modernization of the general-educational portion of the curricula.

The June (1983) Plenum of the CPSU Central Committee pointed out that in the economic sphere the key task consists of a cardinal increase in labor productivity. Its solution is connected with radical changes in the technology of various spheres of production and, in particular, with carrying out the automation of production, the use of computers and robots, and the introduction of flexible technology. One of the components of success is the timely training of specialists who are familiar with the new equipment, who are capable of creating it as well as using it.

In conjunction with the sectorial ministries and departments, the USSR Ministry of Higher and Secondary Specialized Education has also conducted a great deal of work on improving the other sections of the curricula, based on revised texts of qualification characteristics. The requirements for the mandatory mastery by the future specialists of microprocessor and robotic-engineering systems have not only been included in the texts of the qualification characteristics of many fields of specialization but will also be implemented by means of developing new syllabi of special disciplines and the introduction of a whole series of topics, sections, and subjects.

Commonly shared innovations for all the groups of specializations comprise a significant strengthening of the requirements for the knowledge, abilities, and skills of specialists in the field of up-to-date microelectronics, the use of which encompasses an ever-growing number of sectors of the national economy.

We must expand and improve the training of middle-level specialists in the field of environmental protection and the rational utilization of natural resources. Along these lines it is necessary to substantially improve the environmental-protection education of the student youth, to inculcate in it a conservationist attitude toward nature, as well as to carry out measures with regard to further improvement in the vocational training of those categories of specialists which, in the process of performing their labor functions are connected with a direct effect on the environment and on environmental-protection activity. The syllabi ought to reflect more fully the problems of creating energy-conserving and non-waste technologies, systems of anti-pollution, purifying gaseous, liquid, and solid wastes, and the by-products of production, the effective use of deposits, restoration of the environment, etc.

Relying on the aid of the sectorial departments, the Ministry has conducted and will continue to conduct a line aimed at expanding the amount of training specialists for work in the field of producing and using new equipment.

The USSR Ministry of Higher and Secondary Specialized Education supported the proposal of the Ministry of Instrument Making, Automation Equipment, and Control Systems, as well as a number of other ministries concerning inaugurating the major special field entitled "Production of Industrial Robots" with the following areas of specialization: "System for Controlling Industrial Robots," "Electrical Apparatus and Drives of Industrial Robots," and "Hydraulic and Pneumatic Apparatus and Drives of Industrial Robots." This decision was preceded by a great deal of experimental work, conducted by the well-coordinated and creatively strong pedagogical group of the Dnepropetrovsk Tekhnikum of Automation and Remote Control. Already during the new academic year an entire series of the country's tekhnikums have inaugurated the training of specialists in the production of robots, and this is correct, since the needs of enterprises for the above-indicated specialists will grow with each passing year. At the same time, upon the proposal by the USSR Ministry of Ferrous Metallurgy and the UkSSR Ministry of Ferrous Metallurgy, a new field of specialization entitled "Use of Industrial Robots" is being inaugurated.

At the beginning of 1983 a letter of instruction and a model program concerning the study of microprocessor means and microcomputers at secondary specialized educational institutions were sent to the sectorial ministries and departments. It is designed for 36 hours and includes 10 topics, examining the architecture and functions of microprocessors, the creation of microcomputers based on microprocessors, peripheral equipment, programmable microcalculators and their use.

The sectorial ministries and departments are carrying out the training of personnel in a number of specialized areas which are oriented toward the production and use of the means of automation and computer technology. It has also been recommended that revisions be made in the appropriate subjects, including subjects of narrow specialization and the study of new equipment. The ministries have been entrusted with the task of expanding the nomenclature and the admission of pupils into fields of specialization connected with microelectronics, raising the qualifications of the instructors, adopting measures to create study rooms, obtain standard microcomputers, microprocessors, and microcalculators. Topics connected with the automation of machinery, based on the use of microprocessors, ought to be included in course work and diploma projects. All these questions should be examined in detail at sessions of the pedagogical councils.

Successful mastery of the fundamentals of microelectronics with its numerous branches in the direction of functional microelectronics requires that the USSR Ministry of Higher and Secondary Specialized Education do additional work with the authors of syllabi and textbooks, as well as a revision of the existing programs and methodological concepts in the study of mathematics, physics, chemistry, and biology. Up to now these subjects have been poorly oriented toward the study of the basics of the new technology.

In order to carry out this responsible work, it is important not only to select competent specialists but also to provide moral and professional training for the entire group of tekhnikum instructors. In connection with this, the USSR Ministry of Higher and Secondary Specialized Education has adopted a decision to further intensify the training of specialists in the field of using computer technology. Three levels of re-training the instructors have been specified. For instructors of subjects in the humanities there is Level 1--"Fundamentals of the Theory and Practice of Teaching Computer Technology," amounting to 30 hours. For instructors of the natural-science and technical subjects there are Levels 2 and 3--"Computer Technology and Programming," amounting to 40 and 100 hours. Model thematic plans have been approved. Moreover, revisions have been made in the faculty curricula for upgrading the qualifications of instructors, providing for the study of information about computer technology, the prospects for its development, the classification of computers, the languages Algol, Fortran, and Basic, etc. The new programs have been designed to have the students at the FPK's [Faculties for Upgrading Qualifications] acquire theoretical knowledge, carry out practical projects, and take part in test-questionnaires.

It should be noted that quite a few tekhnikums have already accumulated experience and are skillfully organizing work with computer technology. Based on multi-purpose computers, automated teaching systems have been created, as well as automated systems for controlling the educational process of the ASU [Automatic Control System]-Tekhnikum type. Included among such educational institutions are the following: the Dnepropetrovsk Tekhnikum of Automation and Remote Control and Industrial-Economic Tekhnikum, the Leningrad Tekhnikum of the Pulp, Paper, and Wood-Processing Industry, the Electrical-Machinery-Building Tekhnikum, the Baku Polytekhnikum, the Michurinsk Food-Industry Tekhnikum, the Rostov Electrical-Engineering Tekhnikum, the Ryazan and Vinnitsa Electronic-Instrument Tekhnikums, the Moscow Tekhnikum of Automation and Remote Control, and others.

In the above-mentioned educational institutions computers are utilized not only as a means of instruction but are also actively being introduced into the system of controlling the educational process. The operational experience of advanced groups indicates that the use of computers within the framework of traditional methods of instruction does not always yield tangible results.

Recently instructors have been making more and more frequent use in their classes of business-like games and analysis of economic situations, and they have been solving practical problems. These forms of classes are often oriented toward automated information processing with the aid of technical means, including computers. They allow us to increase the effectiveness of instruction and approximate the conditions of actual production.

Taking into account the enhanced role being played by computer technology, we must re-examine the whole range of ideas concerning the place and role of computers and microcalculators in the educational process. What we are talking about today is introducing the universal compulsory education of pupils on microcalculators. Many assignments in the theoretical and practical disciplines ought to be carried out by the pupils on microcalculators and other types of computer equipment. Utilization of the new equipment will allow us

to free up time for a more profound study of the program material, improve the quality and variety of the calculations being carried out, and create the prerequisites for subsequent work by pupils on complex computer equipment.

And if at present computer technology is not being utilized so extensively or so effectively, then the cause of this phenomenon must be sought for in the psychology of thought as well as in the insufficiency of good methodological aids. In conjunction with the sectorial departments, the USSR Ministry of Higher and Secondary Specialized Education must work out standardized pedagogical and methodological requirements for the creation and operation of automated teaching systems and the ASU-Tekhnikum, based on computers, along with the methods for evaluating the effectiveness of using computers in the educational process; it must publish the necessary educational aids for the instructors and staff members of the methodological study rooms on the new methods and means of instruction. These questions ought to be reflected more extensively in the journal SREDNYEYE SPETSIAL'NOYE OBRAZOVANIYE.

Implementing the decisions of the 26th CPSU Congress on expanding and strengthening the ties between instruction and production, the secondary specialized educational institutions are conducting a great deal of work with regard to organizing practical instruction of pupils at bases of educational workshops, experimental farms, educational farms, training grounds, on the production line, and in institutions.

Work has been conducted with regard to improving the organization of production-line engineering practice. It takes place, as a rule, at enterprises with an up-to-date production technology, a high level of labor organization and technical-economic indicators.

Nevertheless, there are serious shortcomings and unsolved problems in setting up the practical instruction of pupils. The most substantial of them are connected with the fact that in certain educational institutions an under-evaluation of educational practice has been allowed; the material-technical base, the furnishing of the workshops with equipment, the level of practical training of the pupils during the technological and pre-diploma practice do not always meet the up-to-date requirements.

In order to further improve the production instruction of pupils, the USSR Ministry of Higher and Secondary Specialized Education has recommended that the corresponding ministries of the Union republics, the GUUZ's, UUZ's, UK's (Educational Combines), and UZ's of the ministries and departments take the following steps:

develop by the 1984/85 academic year for the strengthened fields of specialization in accordance with the new curricula unified, standardized syllabi, encompassing all phases of production practice, ensuring an uninterrupted continuity in the process of forming vocational skills and habits among the pupils in accordance with the requirements of the qualification characteristics;

conduct in 1983 an analysis of the technical supplies of the educational-production workshops of the sub-departmental tekhnikums. Develop prospective plans for furnishing the workshops with the necessary, up-to-date equipment in

accordance with the structure of the specialized field and the requirements of the new curricula;

ensure a very careful and well-grounded selection of the base enterprises, organizations, and institutions in accordance with the contents of the practice programs and the requirements of the specialists' qualifications characteristics. Ties should be strengthened between the educational institutions and the base enterprises, based on improving the forms of their cooperation and systematic inter-action in training highly qualified specialists;

define as practical bases, as a rule, those enterprises, organizations, and institutions to which graduates will be sent to work.

In this connection, the directors of educational institutions should pay particular attention to raising the level of planning, organizing, and monitoring all types of practice; they should also carry out measures for improving the methodological provision of the production instruction of pupils in the tekhnikum workshops over the extent of all periods of production instruction, having ensured the necessary conditions for them to carry out their individual assignments with regard to socio-political practice. They must expand the manufacture in the tekhnikum's education-production workshops of educational-laboratory equipment, technical means of instruction, visual aids, educational furniture; they should also expand the carrying out of experimental-design projects.

Responsible tasks were set forth for the secondary specialized school by the decisions of the June (1983) Plenum of the CPSU Central Committee. The Plenum's principal demand is to raise ideological, indoctrinational, and propagandistic activity to the level of those great and complex tasks which are being solved by the party at the present-day stage.

In a letter of instruction entitled "On the Study of the Materials of the June Plenum of the CPSU Central Committee and the Speech at the Plenum by the General Secretary of the CPSU Central Committee, Comrade Yu. V. Andropov," the USSR Ministry of Higher and Secondary Specialized Education proposed that their broad study be organized by all instructors and staff members, as well as by pupils, having included in the schedule of classes the appropriate lectures and seminars which would permit us to ensure an in-depth examination of the program positions and conclusions contained in the Plenum documents, a vivid and convincing demonstration of the historical conquests of socialism, a revelation of the fact that the most important trend in the activity of the CPSU, a component part of building communism, is ideological work.

The pedagogical groups and public organizations of educational institutions must determine the specific forms and methods for studying the above-indicated materials, having made provision for the conduct of group-type and individual consultations; they must introduce the necessary adjustments in the comprehensive plans for the communist indoctrination of the pupils, having included lectures and conversations, question-and-answer evenings, exhibits of literature, films with lectures, thematic conferences, the issuance of wall newspapers, and other mass information media. All our ideological-political work must provide the youth with a clear understanding of the lofty requirements of the

times, the scope of the problems confronting the country; it must develop their initiative and energy, facilitate the creation in each tekhnikum and college group an atmosphere of creative quest, mutual respect, and exacting standards, as well as intolerance of any violations of legality.

In order to successfully solve the responsible tasks assigned by the party and the government to the secondary specialized school, its staff members must do a great deal during the new academic year. There is no doubt that the pedagogical groups of educational institutions will perform them with honor and thereby make a worthy contribution to the training of highly qualified specialists for the country's national economy.

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EDUCATION

LENINGRAD PROFESSORS DEPLORE LACK OF STUDENT MOTIVATION

Improve Attitude of Students

Moscow SOVETSKAYA ROSSIYA in Russian 10 Sep 83 p 2

[Article by V. Lisovskiy, professor: "They Were 'Herded' into a VUZ--Then What?"; passages printed in all capital letters represent boldface for emphasis in the original Russian text]

[Text] Studying at an institute is specific and difficult work. How should we inculcate in a young person the requirements for this work? How should we organize it so that the future specialist, while still a student, acquires the habits of creative independence? Leningrad University Professor V. T. Lisovskiy has given us the benefits of his thinking on this matter.

At a debate which was held at Leningrad University the following question was posed: "The dull student. What does this mean?" After lengthy arguments the participants arrived at the following conclusion: "The dull student today is not the person who does not know certain things. (There are certain things that none of us know). But the truly ignorant person is the one who does not know, does not wish to know, and, furthermore, even take pride in this fact."

A thorough study of 2,259 personal records of students who have dropped out of Leningrad University over a five-year period has indicated that more than half of them were expelled for academic failure, for regular, unauthorized absences and missing classes. Over a year's period approximately 3 percent of the students drop out of the country's VUZ's. There is a high price for an irresponsible attitude and a lack of desire to study seriously because, you know, every year of study spent by a person at a VUZ costs the state as much as 1200 rubles. And such an attitude toward study frequently has its origin while the person is still in school.

At a debate which I conducted at the University of Marxism-Leninism attached to the CPSU Leningrad Gorkom the director of a construction PTU [vocational-technical school] cited the following example: after graduating from an eight-year school, Nikolay S. enrolled at the PTU. A month went by, but he was doing nothing in his classes. The lad was summoned to see the director. "But I haven't used a pen in school since the sixth grade," the schoolboy responded,

"and I won't here either. Give me a mark of 3, like they used to in school, and don't spoil your and my nervous systems."

The "conflict" with study most often begins with a lack of ability, and at times even a lack of desire, to organize one's own study work. As a result, instead of "studying with enthusiasm," there is formed "study to avoid the stick." And if there is added to this a "parental-pedagogical terror" instead of the required help, then gradually a revulsion toward study in general takes shape. However, by means of the joint efforts of family and teachers such pupils somehow manage to make it through to graduation from secondary school. Certain young persons, upon realistically evaluating their own skills, do not aspire to obtain a higher education, but their parents and teachers stubbornly "herd" them into VUZ's for the sake of prestige. As a result, we know quite a few cases where, after 2 or 3 years of courses, the students voluntarily leave the VUZ's, having become convinced that the occupation chosen by them does not suit them. This is also testified to by the results of sociological studies carried out at 18 of the country's VUZ's. To the question: "If you were to choose your occupation again, would you repeat your choice?" one out of every four students questioned answered: "No" or "I don't know." Why, then, do those who are not satisfied with their chosen occupations continue to study? To this question we frequently receive such a response as the following: "Fear of conflict with our parents." And the parents often reason thus: "We did not receive a degree in higher education, but you will receive one, no matter what it costs us." Sometimes this does indeed "cost" quite a bit: the papas and mamas hire tutors, and the latter "prep" their children for admittance into VUZ's where the competition is somewhat less and the requirements somewhat easier.

Many first-year students during their early period at VUZ's experience considerable difficulties connected with a lack of habits of independent work: they do not know how to summarize lectures, work with a textbook, find and extract knowledge from primary sources, analyze information in large volumes, or precisely set forth their own thoughts.

To the question on the questionnaire: "What unusual, new things have you encountered at the VUZ?" most of the students answered as follows: "New methods and organization of instruction, different from those used in school"; "A greater volume of independent work"; "The absence of constant monitoring." This last reason evokes particular attention: the habit acquired in school of being under constant tutelage, the habit of being reported on. What kind of independent, creative work can there be in the student "benches" under such conditions?

Within the forthcoming restructuring of school instruction, providing for a combination of the study process with productive labor, a worthy place should be occupied by the inculcation in children of the know-how and the habit of working independently, of making decisions, of being responsible for one's own acts and deeds. It is necessary that the school doors pour forth not simply the bearers of this or that sum of knowledge but citizens of the socialist society.

At the present time the higher schools are characterized by a process of intensifying all educational-training, methodological, and scientific work, a steady growth in the qualifications of the professors and the entire teaching staff, improvement in the forms, devices, and methods of instruction and up-bringing, utilization of the present-day achievements of pedagogics, psychology, physiology, along with the introduction of technical means and progressive methods of instruction. But what kind of yield will this provide?

It is very important right from the very first days at a VUZ to teach the first-year student methods for rationalizing and optimizing independent work. Unfortunately, not enough attention has yet been paid to this. By the way, in responding to the question "What would you require, above all, from the students if you were the instructor?" most of the students questioned replied as follows: "More independence."

An analogous question was put to their mentors. Here are some answers from the teaching staff of Leningrad University.

"INCREASE THE RESPONSIBILITY AND INDEPENDENCE OF THE STUDENTS. WE REALLY DO WATCH OVER THEM TOO MUCH, FUSS OVER THEM, ASSIGN THEM COURSES, AND TEACH THEM POORLY HOW TO OBTAIN KNOWLEDGE INDEPENDENTLY. THIS RESULTS IN A SITUATION WHEREBY IT IS WE WHO ARE ACCOUNTABLE FOR INDOCTRINATIONAL WORK RATHER THAN THE STUDENTS. WE ARE HELD RESPONSIBLE FOR THEIR MISSED CLASSES, FOR 'PACKET' RECORDS AND EXAMS, AND FOR THE VIOLATIONS OF MORAL NORMS BY THE STUDENTS." I. V. BULDAKOV, DOCENT OF THE GEOLOGY FACULTY.

"THERE ARE SOMETIMES AS MANY AS 100--120 MAMAS AND PAPAS IN MY WAITING-ROOM. AS A RULE, IT IS A GREAT SURPRISE FOR MOST OF THEM TO HAVE THEIR SON OR DAUGHTER DROP OUT OF THE UNIVERSITY. IT IS PARTICULARLY DISAPPOINTING WHEN YOUNGSTERS DROP OUT WHO HAVE GRADUATED FROM SPECIAL SCHOOLS WITH A PHYSICAL-MATHEMATICAL BENT. THE TRUTH OF THE MATTER IS THAT DURING THE FIRST TWO YEARS OF COURSES THEY DRAW UP THE RESERVE SUPPLY OF KNOWLEDGE ACQUIRED IN THEIR SCHOOLS. BUT THEN THIS BEGINS TO BE NOT SUFFICIENT, THE HABIT OF WORKING HAS NOT BEEN DEVELOPED, SO THEN THE FAILURES AND 'TAIL-ENDERS' BEGIN. ALL THIS IS CAUSE FOR SERIOUS ALARM AMONG US HERE." YU. P. KOBZAR', DEPUTY PRORECTOR OF THE UNIVERSITY FOR CURRICULUM WORK.

As may be seen, many of the positions of the students and the teaching staff coincide. Nobody desires an easy path to a degree. But what kind of path, in general, should this be? At the time of the sociological study we were interested in the following: "What is it which attracts persons to the student life most of all?" Judging by the responses, it is, first of all, the possibility of doing the following: devoting oneself to acquiring skills in one's chosen occupation; to work seriously in a sphere of science; to participate actively in public life; to acquire socio-economic knowledge; to spend the best years of life among one's peers; to study rather than work.

The first five answers do not require any special commentary, but I would like to dwell on the last motive. Of course, people enroll at a VUZ in order to study seriously and to acquire a major field of specialization. But if from his student years on (more likely even earlier) a person sets up an opposition between work and study, then he will not really study in a VUZ, since studying is difficult, serious toil.

One of the causes of this lamentable situation is concealed within the schools themselves, where, in our view, they protect the pupils excessively from the most elementary difficulties. "They are still children; don't take that away from them!" As a result, even in certain VUZ's they have begun to conduct meetings with parents for the purpose of increasing the success rate of the students. That is sad! To be sure, one smart papa, living in Irkutsk, in response to an invitation from the dean of a Leningrad technical VUZ to come and exert an influence on his son, who did not want to study, sent to the institute...a wide strap.

Unfortunately, in recent times quite a few students have begun to appear who have become used to the fact that their parents and grandparents literally beat on the institute doors in defending the educational "interests" of their own offspring. They are even ready to take their exams and pass-examinations for them. And what is the result? It is sad for me to write about this, but even in science there are still quite a few "little boys in short pants"; they are already well beyond 40 years old, but they continually waste their time on petty matters, since they are lacking in elementary perseverance. They are incapable of bringing a single matter through to its conclusion. They have not defended their candidates' dissertations, since they have been dreaming of "going for their doctorates" right away ("why waste oneself on petty things?"). They do not publish scientific articles because they are writing "monographs, about which people will immediately begin to talk." They do not participate in public work, since "it would distract them from serious scholarship." And so these gray-haired junior scientific staff-members run through the corridors of scientific-research institutes, "giving themselves over to hopes" for decades.

What we are talking about is the formation of a responsible attitude toward, life, civic duty, a moral position of an individual personality from the earliest years of life. And here making an allowance for age is hardly justifiable--as if to say, "there will be time enough for work, but for now let them enjoy themselves." Hoping for tomorrow's activity, unsupported by today's serious, public, practical, and useful activity, will scarcely do.

You have noted that, in recent times, it has become "fashionable" to make use of some quite strange contrasts: irreproachable study is set up in opposition to capabilities and talent, the model pupil to the good fellow, etc. Concerning the outstanding pupil quite often one hears the term "grind" applied, whereas a lazy person may be called "our kind of fellow" and the "soul of the company." Matters have gotten to the point where some schoolchildren and students are ashamed to study hard, since this is not "fashionable" now.

Need we prove that it is such unconscientious students who become dull, unqualified specialists, performing their work in a mediocre manner? When the sociologists thoroughly analyzed, for example, the activity of physicians against whom the most complaints had been made by patients, it turned out that their grades at the VUZ had ranged "from 2 to 3," but that they had been "pulled through" to their degrees.

In the debates the following question is posed quite often: "But is it really impossible for a "3" or even a "2" to grow into a person of exemplary and good conduct, a good worker and citizen?" Of course it is possible, if he is not a loafer, if, by virtue of certain circumstances, it was difficult for him to study, but he tries to work honorably and to make up for what he has missed. Life provides quite a few such examples.

...Once, after speaking to an audience of young persons, I received a letter from a Leningrad woman named N. P. Sergeyeva. Behind the private, specific situation therein one can sense an anxiety about the destinies of young persons. She writes as follows:

"THERE IS A GREAT NEED TO TALK ABOUT THE MORAL QUALITIES OF THE YOUNG PERSONS WHO ARE FILLING UP THE RANKS OF THE SOVIET INTELLIGENTSIA. IGNORANT STUDENTS (WHO WILL BE SPECIALISTS IN THE FUTURE) ARE MOST OFTEN YOUNG PERSONS WHO ARE WELL-SUPPORTED BY THEIR PARENTS BUT WHO HAVE AN AMAZINGLY UNDEVELOPED SENSE OF RESPONSIBILITY AND AN INDIFFERENT ATTITUDE TOWARD THEIR OWN WORK. IT IS UNFORTUNATE IF SEVERAL VUZ GRADUATES WHO HAVE NOT BECOME ACCUSTOMED TO HARD WORK ARRIVE ALL AT THE SAME TIME IN A GROUP. THEY QUICKLY BAND TOGETHER INTO A MONOLITHIC GROUP AND ATTEMPT TO IMPOSE ON OTHERS THEIR OWN 'STYLE OF ATTITUDE TOWARD THE WORK.' THEY BUILD THEIR OWN RELATIONSHIPS WITHIN THE GROUP ON THE FOLLOWING PRIMITIVE LEVEL: A PERSON WHO INDULGES THEM IS GOOD, WHILE A PERSON WHO REQUIRES DISCIPLINE AND CONSCIENTIOUS WORK FROM THEM IS BAD."

From a conversation with Nataliya Petrovna I learned that she had worked all her life at a scientific research institute and she likes her occupation very much. When she reached the age of 55, she did not think of retiring on a pension; she wanted to work a while longer. But after a conflict with her young colleagues, who were "tuned in" to a "discotheque-consumerist" attitude toward life, she handed in her formal resignation. "I am leaving," this veteran of labor says with bitterness, "but they have their whole life ahead of them. And how are they going to proceed through it without a desire to work hard?!"

A business-like attitude is a socio-economic and moral category. Our common concern is to build attitudes in the school, VUZ, and on the production line such that today it would be simply shameful to work poorly or fritter away one's time idly. And, to be sure, we have all the conditions and potentials for this.

The most important thesis on combining the system of instruction with production work still is waiting to be embodied. And above all, in our opinion, we must drastically change the organization of the educational process, its forms and methods; we must place students in such conditions that, from the time of the first course, an interest and a desire to study at a qualitatively high level is formed within them. In order to solve this problem, it is necessary to substantially restructure the activity of the specializing departments of the VUZ's, strengthening their influence on the students who have chosen their respective major fields of specialization. For this purpose, in our view, it is necessary to combine the instruction of students with the production activities of those enterprises and organizations where they will be working. As a result, we will be obtaining qualified specialists who are capable of thinking for themselves.

'Junior Departments' Described

Leningrad LENINGRADSKAYA PRAVDA in Russian 13 Sep 83 p 2

[Article by G. Fedotov, candidate of physical-mathematical sciences, rector of the Malyy Leningrad University: "The Schoolboy and the VUZ: Problems of the Junior Departments"]

[Text] Yesterday's schoolboy has been successful in passing his entrance examination for a higher educational institution. But this still does not mean that he will be successful in mastering the course of sciences, or that he will not change his field of specialization in the future, after obtaining his degree. Here is a sad statistic: on an average, one out of every four first-year students is not able to complete his education within the established time-period, while a significant portion of such "debtors" drop out entirely from VUZ's because of failure. Meanwhile, the training of each specialist at a higher educational institution costs the state 1,000 rubles a year, the national economy is counting on the engineers, technicians, and programmers who drop out, scientific-research institutes, associations, and sovkhozes are waiting for them. Let's also consider the moral losses--because, of course, beyond every drop-out, just like any change of occupation, there are dashed hopes and wasted time.

That is why in recent years ever-greater importance has been assumed by vocational guidance, and each VUZ seeks out its "own kind" of students, young persons who would choose their own field of specialization with awareness and without error. But just how should the student body be formed, and by what method should the search be conducted? Obviously, without lowering our requirements for the matriculants, we need to actively influence the level of their training and their ideas about their future professions.

In recent times the so-called "junior departments" [malye fakultety] have become an extremely important means for solving these problems at many Leningrad VUZ's. They are conducting a particularly large amount of work at the IGU [Leningrad State University imeni A.A. Zhdanov]. Every year in several dozen Leningrad schools posters appear, announcing the next acceptance at the Junior Leningrad University, attached to the LGU. Over the course of two weeks the acceptance commissions of 15 junior faculties are in action, and during the autumn of their own school year about 3,000 seniors, pupils at vocational-technical schools, young workers, and clerical employees enroll in them.

One of the chief tasks of the Malyy University is to propagandize scientific skills among the young persons. During the time of their instruction the students learn about the newest achievements in the natural sciences and the humanities, they become acquainted with the work of the university's departments and laboratories, and they themselves take part therein to the extent of their capacities. And this does not simply broaden their horizon and deepen their knowledge. The students also acquire the habit of independent work, while the procedure of "lecture plus seminar" disciplines them and prepares them well for the VUZ system of classes, along with a greater sense of responsibility. But the most important thing is the fact that studying in

a junior department helps the kids to approach the selection of their major with a sense of awareness; it acquaints them more closely with the work which they will have to engage in subsequently. And even if the young person becomes convinced that he is not suited for this--there is nothing so terrible. At least he will have found this out ahead of time, and the state will not have to pay out a great deal for his mistake.

I would like to note the fact that the junior departments are not engaged in preparing young fellows and girls for the entrance exams (these functions are carried out by the preparatory courses and divisions). The main concern of the junior faculties is to spark an interest among the kids in science and to deepen the interest among those in which this has already appeared.

What results have been achieved? Most of the graduates of the junior departments become students at the LGU. Moreover, they are the best students with regard to their success rate and participation in public work. Many of them continue their studies subsequently. For example, more than half of the graduate students in the LGU's mathematical-mechanical faculty began their road to science from the junior departments. Now many of them are already carrying out teaching or curatorial work there. Thus, a succession is being carried on, traditions are being born, and, at the same time, undergraduate and graduate students are acquiring the necessary habit of public and teaching activities. It should be said, by the way, that work along these lines is constantly being improved. For example, during the spring school holidays last year a daytime exam session was held for the first time for Leningraders--pupils of the physics-and-technical school. From now on interesting lectures and field trips through the University's science laboratories will be organized within its framework for students of the junior departments. All this will allow us to form a body of future students, not only to select the most worthy candidates but also to prepare them for studying at a VUZ.

As we can see, the junior departments have fine prospects for the future. Today they exist at 13 VUZ's in this city: the Pedagogical imeni Gertsen, Polytechnical imeni M. I. Kalinin, Technological imeni Lensovet, LETI [Leningrad Electrical Engineering Institute] imeni Ul'yanov (Lenin), LIAP [Leningrad Institute of Aviation Instrument Building], the First Medical, and others. In places where junior departments are functioning vocational guidance has been set up better, and there is a higher success rate among the students. The drop-out rate among graduates of a junior departments such as that, for example, of the Financial-Economic Institute imeni Voznesenskiy, as five-year observations have demonstrated, are only half that of the average for the remaining students. Meanwhile, for the city as a whole the number of first-year students who have passed through the junior department does not exceed a small percentage of the total number of those enrolling. What is it, then, which is hindering the spread of advanced experience in our city, and why is it not being adopted by the remaining Leningrad VUZ's?

First of all, the trouble is that not many people know about this experience. Last year the Council of Young Scholars and Specialists, attached to the Komсомол Obkom, created a sector of junior departments; for the first time a seminar of their directors and instructors was held. It demonstrated how necessary it is for the junior departments to have contacts in their work and to

exchange the experience possessed by them.

But, in addition to this, reasons have also become more evident due to which the number of faculties is growing slowly. It is no secret that they all operate on public principles. It is all the more important to have aid from the party and Komsomol organizations, as well as from the Council of Young VUZ Scholars. Unfortunately, the role played by the junior departments is sometimes underestimated; some people consider that it is sufficient for a VUZ to have preparatory courses. But, of course, there is no parallelism here at all. The preparatory courses and the junior departments have different tasks. The junior departments provide guidance and attract school pupils, whereas the courses have the precise task of preparing them for admission. Hence it is important today to see their place within the system of VUZ vocational guidance, to understand the specific problems, and to predict the results.

There are other difficulties as well. Work on public principles needs to have moral encouragement and support. For example, no matter how strange it may seem, the hours spent by graduate students and VUZ instructors working in a junior departments are still not counted in their teaching loads. But, certainly, delivering lectures, holding seminar classes and counselling sessions all require a considerable amount of time, energy, and preparation. Finally, up to now work at the junior departments has not been counted in summing up the results of socialist competition among a VUZ's laboratories, departments, and faculties. In other words, in order to introduce the experience of the best VUZ's throughout the entire city today, it is necessary to utilize the levers of moral incentives; we need more interested motivation on the part of the administration and the public organizations.

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GENERAL

MISCELLANEOUS STATISTICS ON EMPLOYMENT, EDUCATION, CENSUS

Moscow VESTNIK STATISTIKI in Russian No 9, Sep 83 pp 58-66, 68-80

[Excerpts] Table 3. Average Annual Number of Workers and Employees in the National Economy and the Number of Kolkhoz Farmers Employed in the Public Sector of the Kolkhozes (in millions of people)

	1965	1970	1975	1980	1982
(1) Рабочие и служащие, колхозники .	95,5	106,8	117,2	125,6	127,9
(2) в том числе:					
(3) рабочие (включая МОП и работников охраны)	56,4	64,9	72,3	78,8	80,4
(4) колхозники ¹	18,6	16,6	15,0	13,1	12,7

1) Without the kolkhoz farmers engaged in study and the kolkhoz farmers working in state enterprises, institutions, and organizations as workers and employees, who took part in the work of kolkhozes during time when they were free from their basic work. Their number came to 336,000 in 1982.

Key:

1. Workers and employees, kolkhoz workers
2. including
3. Workers (including junior service personnel and guard workers)
4. Kolkhoz workers

Table 4. Growth Rates of the Average Annual Number of Workers and Employees by Sectors of the National Economy (1940=100)

	1965	1970	1975	1980	1982
(1) Все народное хозяйство	227	266	301	332	339
(2) Промышленность (промышленно- производственный персонал)	210	242	260	282	288
(3) Сельское хозяйство	330	348	389	431	445
(4) Лесное хозяйство	144	155	162	164	164
(5) Транспорт	206	227	261	293	303
(6) Связь	208	275	316	338	344
(7) Строительство	366	454	530	564	567
(8) Торговля и общественное питание; материально-техническое снаб- жение и сбыт; заготовки	179	225	264	280	291
(10) Жилищно-коммунальное хозяйст- во; непроизводственные виды бытового обслуживания населе- ния	157	201	251	298	314
(11) Здравоохранение, физкультура и социальное обеспечение	283	336	381	411	426
(12) Народное образование	244	292	328	369	381
(13) Культура	283	420	538	638	694
(14) Искусство	215	238	258	265	268
(15) Наука и научное обслуживание	663	828	1 047	1 209	1 231
(16) Кредитование и государственное страхование	112	145	194	243	253
(17) Аппарат органов государствен- ного и хозяйственного управле- ния, органов управления коопе- ративных и общественных орга- низаций	79	100.1	119	136	141

Key:

- | | |
|--|--|
| 1. Entire national economy | 10. Housing and municipal services;
non-productive types of domestic
services for the population |
| 2. Industry (industrial production
personnel) | 11. Public health care, physical cul-
ture and social security |
| 3. Agriculture | 12. Education |
| 4. Forestry | 13. Culture |
| 5. Transportation | 14. Art |
| 6. Communication | 15. Science and scientific services |
| 7. Construction | 16. Credit extension and state in-
surance |
| 8. Trade and public catering;
material-technical supply and
market; procurements | 17. Personnel of the organs of state
and economic administration, ad-
ministrative organs of coope-
rative and public organizations |

For the country as a whole, the total number of workers and employees increased by a factor of 3.4 between 1940 and the present time. The highest growth rates are in the Moldavian, Lithuanian, Armenian, Kazakh, Tajik, Kirghiz, Uzbek and

and some other union republics, which is one of the expressions of the process of approximation and equalization of the levels of socio-economic development of the union republics.

Table 5. Output of Specialists by Institutions of Higher and Secondary Specialized Education (thousands of people)

	1965	1970	1975	1980	1982
(1) Выпущено высшими учебными заведениями	403,9	630,8	713,4	817,3	840,8
(2) Выпущено средними специальными учебными заведениями	621,5	1033,3	1157,0	1274,7	1277,1

Key:

1. Turned out by institutions of higher education
2. Turned out by institutions of secondary specialize education

Table 6. Training (Output) of Skilled Workers by Institutions of Vocational-Technical Education (thousands of people)

(1) Годы	(2) Всего подготовлено рабочих	(3) В том числе средними профессионально-техническими учебными заведениями
1965	1 100	
1970	1 638	
1975	2 094	11
1980	2 430	205
1982	2 516	572
		644

Key:

1. Years
2. Total of Trained Workers
3. Including by Institutions of Secondary Vocational-Technical Education

Table 7. Training and Improvement of Qualifications of Workers and Employees in Enterprises, Institutions and Organizations

	1965	1970	1975	1980	1982
(1) Обучено новым профессиям и специальностям	4,9	6,6	7,6	7,9	7,2
(2) Прошло обучение по повышению квалификации	8,3	10,5	21,9	30,8	36,8

Key:

1. Studied new occupations and specialties
2. Completed training for improvement of Qualifications

Table 8. Training and Improvement of Qualifications in Kolkhozes (in thousands)

	1965	1970	1975	1980	1982
Обучено новым профессиям	263	247	377	434	387
Прошло обучение по повышению квалификации	700	1 414	2 202	2 791	2 923

Key:

1. Studied new occupations
2. Completed training for improvement of qualifications

"Women and men have equal rights in the USSR. The exercise of these rights is ensured by providing women with opportunities equal to those of men in receiving an education and vocational training, in labor remuneration and promotion.."

(Constitution of the USSR, Art. 35)

Table 9. Average Annual Number of Women Workers and Employees in the National Economy

	1965	1970	1975	1980	1982
Численность женщин—рабочих и служащих, млн. человек	37,7	45,8	52,5	57,6	58,9
Процент женщин в общей числен- ности рабочих и служащих . . .	49	51	51	51	51

Key:

1. Number of women workers and employees, in millions
2. Percentage of women in the total number of workers and employees

The proportion of women in the total number of workers and employees in 1982 in trade and public catering came to 83 percent, in public health care, physical culture and social security--82 percent, in education--75 percent, in culture--74 percent.

Table 10. Number of Women Specialists with Higher and Secondary Specialized Education Employed in the National Economy (in thousands)

(1) Годы	(2) Всего женщины-специалисты, занятые в народном хозяйстве	(3) в том числе		(6) Процент женщин в общей численности специалистов с высшим и средним специальным образованием
		(4) с высшим образованием	(5) со средним специальным образованием	
1965	6 941	2 518	4 423	58
1970	9 900	3 568	6 332	59
1975	13 411	4 962	8 449	59
1980	16 956	6 410	10 546	59
1982	18 380	6 900	11 480	59

Key:

1. Years
2. Total of Women Specialists Employed in the National Economy
3. Including
4. With Higher Education
5. With Secondary Specialized Education
6. Percentage of Women in the Total Number of Specialists with Higher and Secondary Specialized Education

In France only 39 percent of the working women have a special education, in the FRG--38 percent, in the Netherlands--25 percent, in Belgium--20 percent, in Italy--12 percent. Research conducted in the FRG showed that 91.2 percent of the women are engaged in work of the very lowest categories. In Great Britain women account for only 4 percent of the most highly-paid workers.

Table 16. Number of Mechanization Personnel in Kolkhozes, Sovkhozes and Inter-farm Agricultural Enterprises (as of 1 April; in thousands)

	1966	1971	1976	1981	1983
(1) Численность трактористов-машинистов, трактористов, комбайнеров и водителей автомобилей . . .	3 199	3 503	4 074	4 494	4 550
(2) в том числе:					
(3) трактористов-машинистов, трактористов, комбайнеров . . .	2 304	2 449	2 810	3 023	3 021
(4) водителей автомобилей . . .	895	1 054	1 264	1 471	1 529

Key:

1. Number of tractor and machine operators, tractor drivers, combine operators and motor vehicle drivers
2. Including
3. Tractor and machine operators, tractor drivers, combine operators
4. Motor vehicle drivers

Table 17. Expenditures for Labor Safety Measures (in millions of rubles)

	1971—1975		1976—1980		1982
	(1) Всего	(2) В сред- нем за год	(1) Всего	(2) В сред- нем за год	
(3) Все затраты	15 406	3 081	19 757	3 951	4 578
(4) в том числе без затрат на сред- ства индивидуальной защиты, лечебно-профилактическое пита- ние и молоко	8 206	1 641	11 157	2 231	2 426

Key:

- | | |
|--------------------------------|---------------------------------------|
| 1. Total | 4. Including without expenditures for |
| 2. On the Average for the Year | means of individual protection, |
| 3. All expenditures | treatment and preventive diet |

Table 18. Number of Labor Collectives for 1982 (in thousands)

(1) Производственных и научно-производственных объединений, комбинатов и промышленных предприятий, состоящих на самостоятельном балансе (включая предприятия, подчиненные производственным и научно-производственным объединениям)	45,1
(2) Первичных подрядных строительных и монтажных организаций	27,5
(3) Колхозов	26,4
(4) Совхозов	22,0
(5) Межхозяйственных предприятий и организаций	9,8
(6) Предприятий связи	91
(7) Предприятий розничной торговли	695,6
(8) Предприятий общественного питания	314,7

Key:

- | | |
|---|--------------------------------|
| 1. Production and scientific-production associations, combines and industrial enterprises operating on an independent balance sheet (including enterprises subordinated to production and scientific-production associations) | |
| 2. Primary contract construction and assembly organizations | |
| 3. Kolkhozes | 4. Sovkhozes |
| 5. Interfarm enterprises and organizations | 6. Communication enterprises |
| 7. Retail trade enterprises | 8. Public catering enterprises |

In our country there are more than 2.5 million labor collectives, enterprises, institutions and organizations.

"Labor collectives participate in the discussion and resolution of state and public affairs, in the planning of production and social development, in the training and placement of cadres, and in the discussion and resolution of questions of the management of enterprises and institutions, the improvement of working and living conditions, and the use of funds earmarked for the development of production and for social and cultural measures and material incentives. Labor collectives develop socialist competition, facilitate the dissemination of advanced methods of work and the strengthening of labor discipline, instill in their members a spirit of communist morality, and show concern for increasing their political consciousness, raising their cultural level and improving their occupational qualifications."

Constitution of the USSR, Article 8

Table 19. Participation of the Workers in Socialist Competition (on January 1)

<u>Item</u>	<u>1976</u>	<u>1982</u>
Number of workers participating in socialist competition, in millions	86.8	109.4
Number of workers participating in the movement for a communist attitude toward work, in millions	53.4	70.3
including those having won the title of shock worker of communist labor	25.8	33.4
Number of collectives participating in the movement for a communist attitude toward work, in thousands:		
enterprises and organizations	127.2	165.9
including those having won the title of collective of communist labor	6.3	8.4
shops, departments, sectors, divisions, etc.	964.4	1,231.5
including those having won the title of collective of communist labor	304.7	396.8
Brigades	2,270.5	2,702.5
including those having won the title of brigade of communist labor	876.5	1,006.5

Table 20. Number of Population Which Has Taken Part in the All-Union Communist Subbotniks (in millions)

(1) Годы	(2) Приняло участие, всего	(8) в том числе				
		(3) в промышленности	(4) в сельском хозяйстве	(5) на транспорте	(6) в строительстве	(7) на работах по благоустройству населенных мест и других работах
1970	119,2	27,2	21,7	5,9	6,4	58,0
1975	141,3	31,0	24,0	7,2	8,3	70,8
1980	155,0	33,7	26,1	8,3	9,3	77,6
1982	157,7	34,6	26,2	8,5	9,8	78,6

Key:

- | | |
|---------------------|---|
| 1. Years | 6. In Construction |
| 2. Took Part, Total | 7. In Work on the Organization of Public Services and Amenities of Populated Areas and Other Work |
| 3. In Industry | 8. Including |
| 4. In Agriculture | |

On 16 April 1983 an All-Union Communist Subbotnik was held, dedicated to the 113th Anniversary of the Day of Birth of V. I. Lenin. 158 million people took part in the Subbotnik, who worked without pay in their places of work in industry, agriculture, construction, in transportation and other sectors of the national economy, as well as in the organization of public services and amenities of cities, villages and settlements. More than 183 million rubles were earned and turned over to the resources of the 11th Five-Year-Plan.

"Conscientious discipline and a high degree of organization in the work of labor collectives, initiative and activeness, and the mass technical creativity of the members of the collectives are the indispensable conditions for the intensification of production, the acceleration of scientific-technical progress, the growth of the productivity of public labor, the increase in the prosperity of the Soviet people, and the all-round development of the personality."

(Law of the USSR "On Labor Collectives and the Increase of Their Role in the Administration of Enterprises, Institutions and Organizations").

II. Number of Library and Cultural-Education Personnel

1. Number of Library Personnel of the Mass Libraries of the System of the USSR Ministry of Culture by Level of Education and by Union Republic (at the end of the year)

	(1) Всего библиотечных работников, тыс.	(2) Из них имеют образование (в процентах к итогу)			
		(3) высшее		(4) среднее	
		(5) всего	(6) библиотечное	(7) всего	(8) библиотечное
(9) СССР					
1980	221,3	23	14	77	43
1982	229,2	25	15	75	41
(10) РСФСР					
1980	109,3	23	13	77	45
1982	112,2	24	13	75	46
(11) Украинская ССР					
1980	44,2	23	17	77	50
1982	46,0	25	18	75	51
(12) Белорусская ССР					
1980	9,5	24	19	76	40
1982	9,8	26	20	74	41
(13) Узбекская ССР					
1980	9,0	20	12	80	31
1982	9,9	21	13	79	31
(14) Казахская ССР					
1980	14,7	19	13	81	39
1982	15,2	21	14	79	41
(15) Грузинская ССР					
1980	6,9	35	19	65	26
1982	7,0	36	20	64	27
(16) Азербайджанская ССР					
1980	5,8	17	11	83	42
1982	6,4	18	12	82	41
(17) Литовская ССР					
1980	3,9	20	14	79	41
1982	4,0	23	16	77	45
(18) Молдавская ССР					
1980	3,5	29	20	71	54
1982	3,6	32	22	68	53
(19) Латвийская ССР					
1980	2,6	25	10	73	28
1982	2,6	26	10	72	29
(20) Киргизская ССР					
1980	2,6	29	19	71	46
1982	2,8	30	20	70	48
(21) Таджикская ССР					
1980	2,1	23	10	76	30
1982	2,2	24	11	76	30
(22) Армянская ССР					
1980	3,1	27	13	73	25
1982	3,3	29	14	71	30
(23) Туркменская ССР					
1980	2,7	17	11	83	30
1982	2,8	19	12	81	32
(24) Эстонская ССР					
1980	1,4	35	21	59	31
1982	1,4	37	22	57	29

Key:

- | | |
|---|-----------|
| 1. Total of Library Personnel,
in Thousands | 13. UzSSR |
| 2. With Education (in Percentage
of the Total) | 14. KaSSR |
| 3. Higher | 15. GSSR |
| 4. Secondary | 16. AzSSR |
| 5. Total | 17. LiSSR |
| 6. Library | 18. MSSR |
| 7. Total | 19. LaSSR |
| 8. Library | 20. KiSSR |
| 9. USSR | 21. TaSSR |
| 10. RSFSR | 22. ArSSR |
| 11. UkSSR | 23. TuSSR |
| 12. BSSR | 24. ESSR |

2. Number of Cultural-Education Personnel of Club Institutions of the System of the USSR Ministry of Culture by Level of Education and by Union Republics (at the end of the year)

	(1) Всего культурно-просветительных работников, тыс	(2) Из них имеют образование (в процентах к итогу)			
		(3) высшее		(4) среднее	
		(5) всего	(6) по культ-просвет-работе	(7) всего	(8) по культ-просвет-работе
(9) СССР					
1970	133,5	3	1	77	21
1982	182,6	8	5	88	36
(10) РСФСР					
1970	71,5	2	1	68	20
1982	98,5	7	4	86	33
(11) Украинская ССР					
1970	31,0	2	1	94	27
1982	35,0	6	5	94	50
(12) Белорусская ССР					
1970	5,6	2	1	86	21
1982	7,3	7	5	92	40
(13) Узбекская ССР					
1970	3,5	6	2	90	16
1982	5,8	18	12	82	34
(14) Казахская ССР					
1970	4,7	2	0,5	76	12
1982	9,3	7	4	91	25
(15) Грузинская ССР					
1970	2,9	11	3	89	23
1982	4,5	12	3	88	24
(16) Азербайджанская ССР					
1970	2,8	6	5	87	19
1982	5,7	9	7	89	27
(17) Литовская ССР					
1970	2,5	3	2	67	26
1982	3,1	17	13	82	46
(18) Молдавская ССР					
1970	2,4	3	1	77	18
1982	3,3	10	7	88	35
(19) Латвийская ССР					
1970	1,4	9	2	73	17
1982	2,1	20	7	76	24
(20) Киргизская ССР					
1970	0,9	6	3	86	21
1982	1,6	15	10	85	25
(21) Таджикская ССР					
1970	0,7	2	0,4	92	28
1982	1,6	14	10	86	31
(22) Армянская ССР					
1970	1,6	8	0,1	92	7
1982	2,5	13	4	87	15
(23) Туркменская ССР					
1970	0,9	3	0,5	88	22
1982	1,7	7	3	92	33
(24) Эстонская ССР					
1970	1,1	11	0,5	65	12
1982	0,6	15	12	74	25

Key:

- | | |
|--|-----------|
| 1. Total of Cultural-Education Personnel, in Thousands | 13. UzSSR |
| 2. With Education (in Percentages of the Total) | 14. KaSSR |
| 3. Higher | 15. GSSR |
| 4. Secondary | 16. AzSSR |
| 5. Total | 17. LiSSR |
| 6. In Cultural-Education Work | 18. MSSR |
| 7. Total | 19. LaSSR |
| 8. In Cultural-Education Work | 20. KiSSR |
| 9. USSR | 21. TaSSR |
| 10. RSFSR | 22. ArSSR |
| 11. UkSSR | 23. TuSSR |
| 12. BSSR | 24. ESSR |

III. USSR State Budget Expenditures for the Payment of Assistance to Mothers, the Education and Maintenance of Children (in Millions of Rubles)

	1940	1950	1960	1970	1975	1980	1981	1982
(1) Пособия по беременности и родам, многодетным и одиноким матерям, на рождение ребенка, по уходу за ребенком до одного года и на детей малообеспеченным семьям	179	542	1 005	1 301	2 512	2 624	2 689	3 349
(2) Расходы на обслуживание детей в детских домах, яслях, садах, яслях-садах, пионерских лагерях и учреждениях по внешкольной работе с детьми ¹	423	1 283	1 725	4 298	5 584	7 261	7 479	8 012
(3) Расходы на содержание начальных, восьмилетних, средних школ и школ-интернатов ¹	858	1 972	3 135	6 604	8 168	8 705	8 910	9 328

1) Without expenditures for capital investments.

KEY:

1. Assistance for pregnancy and childbirth, to mothers with many children and single mothers, for the birth of a child, for maternity leave of up to one year and for children of financially insecure families
2. Expenditures for the maintenance of children in children's homes, day nurseries, kindergartens, nursery-kindergartens, pioneer camps and institutions for extra-school work with children

3. Expenditures for the maintenance of elementary, 8-year, secondary schools and boarding schools¹

In addition to funds from the state budget, funds from state, cooperative, trade union and other public organizations and kolkhoz funds are expended for the maintenance of children. Thus, in 1982, the total expenditures for assistance to pregnancy and childbirth, to mothers with many children and single mothers, for the birth of a child, for maternity leave of up to one year, and for children of financially insecure families, came to 3,717 million rubles, and for the maintenance of children in children's homes, day-nurseries, nursery-kindergartens, pioneer camps and institutions for out-of-school work with children--8,157 million rubles.

In 1973 allowances were established for working women for pregnancy and childbirth on the scale of full wages, regardless of the length of service; there has been an increase in the number of days with pay for leave to care for a sick child, and beginning on 1 November 1974, allowances were established for children of financially insecure families of workers.

Beginning in 1981, for women working in the eastern and northern regions of the country, and beginning in November 1982, in regions of the RSFSR, the Ukraine, Belorussia, Moldavia, and the Baltic republics, partially-paid leave was introduced for leave for a child under the age of one, additional leave, without continuation of wages, until the attainment of age one and a half, and the payment of a one-time state allowance for the birth of a child. Beginning in 1981, the state allowances for single mothers were simultaneously increase, an additional 3-day paid vacation was introduced for working women with 2 and more children under 12 years of age, and leave to care for children, without continuation of pay, of up to 2 weeks with consent of the administration.

Beginning in 1983, additional benefits were introduced in regard to the payment of vacations in pioneer camps--half of the vacation expenses are provided free of charge, the rest--for a payment of 20 percent of the cost.

The introduction of the free provision of school books for students in the general education schools has been completed. As of 1 September 1983, the students of the 10th and 11th classes receive them, along with the students of the 8th and 9th classes.

ALL-UNION POPULATION CENSUS

Level of Education of the Employed Population of the USSR and the Union Republics in 1970 and 1979¹

		(1) На 1000 занятых имеют образование						
		(2) высшее и среднее (полное и непол- ное) обра- зование	(3) в том числе				(9) началь- ное	
			(4) выс- шее	(5) неза- кончен- ное высшее	(6) среднее специ- альное	(7) среднее общее	(8) непол- ное среднее	
(10)	СССР							
(11)	Городское и сельское население							
(12)	Оба пола							
	1970 г.	653	65	13	105	159	311	248
	1979 г.	805	100	11	156	276	262	163
(13)	Мужчины							
	1970 г.	654	68	13	90	156	327	258
	1979 г.	810	102	12	131	262	283	166
(14)	Женщины							
	1970 г.	651	62	12	120	162	295	228
	1979 г.	801	98	11	181	271	240	160
(15)	Городское население							
(12)	Оба пола							
	1970 г.	748	90	16	131	192	319	192
	1979 г.	863	130	14	183	291	245	117
(13)	Мужчины							
	1970 г.	740	94	17	114	161	334	214
	1979 г.	862	132	14	155	292	269	123
(14)	Женщины							
	1970 г.	755	87	15	148	201	304	170
	1979 г.	863	127	13	211	290	222	112
(16)	Сельское население							
(12)	Оба пола							
	1970 г.	499	25	7	63	106	298	338
	1979 г.	693	42	7	102	248	294	253
(13)	Мужчины							
	1970 г.	517	27	7	52	115	316	354
	1979 г.	711	45	6	87	263	310	247
(14)	Женщины							
	1970 г.	481	22	7	74	97	281	322
	1979 г.	673	39	7	118	232	277	260

1) Continuation of the publication of the results of the census in the journal VESTNIK STATISTIKI (for the beginning, see Nos 2, 6-12, 1980; Nos 1, 2, 4, 5, 11, 12, 1981; Nos 1, 7, 9, 10, 1982; Nos 2, 4, 6-8, 1983); data on the level of education of the employed population of the USSR, republics, krais and oblasts are published in the journal VESTNIK STATISTIKI, No 6, 1980.

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе					(10) началь- ное
			(5) выс- шее	(6) неза- кончен- ное высшее	(7) среднее специ- альное	(8) среднее общее	(9) непол- ное среднее	
(11)	РСФСР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	656	66	12	111	141	326	257
	1979 г.	803	101	12	164	243	283	167
(14)	Мужчины							
	1970 г.	646	68	13	92	132	341	289
	1979 г.	800	100	11	132	245	312	177
(15)	Женщины							
	1970 г.	667	65	12	130	149	311	224
	1979 г.	806	102	12	196	241	255	157
(16)	Городское население							
(13)	Оба пола							
	1970 г.	737	86	15	130	170	336	206
	1979 г.	855	124	13	184	266	268	125
(14)	Мужчины							
	1970 г.	724	89	16	111	158	350	235
	1979 г.	852	125	14	152	265	296	133
(15)	Женщины							
	1970 г.	750	84	13	148	182	323	177
	1979 г.	859	123	13	215	267	241	116
(17)	Сельское население							
	Оба пола							
	1970 г.	486	24	7	70	80	305	363
	1979 г.	666	41	7	112	182	324	279
(14)	Мужчины							
	1970 г.	486	24	6	51	81	324	399
	1979 г.	673	39	6	84	193	351	285
(15)	Женщины							
	1970 г.	487	25	8	90	79	285	327
	1979 г.	659	43	8	144	169	295	272
(18)	Украинская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	668	61	12	102	191	302	233
	1979 г.	813	96	10	154	312	241	159

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе					(10) началь- ное
			(5) выс- шее	(6) неза- кончен- ное высшее	(7) среднее специа- льное	(8) среднее общее	(9) непол- ное среднее	
(14)	Мужчины							
	1970 г.	685	65	13	92	192	323	238
	1979 г.	825	100	10	133	326	256	153
(15)	Женщины							
	1970 г.	652	57	11	113	189	282	228
	1979 г.	800	91	10	174	298	227	165
(16)	Городское население							
(13)	Оба пола							
	1970 г.	789	92	16	138	244	299	157
	1979 г.	884	132	13	190	342	207	101
(14)	Мужчины							
	1970 г.	790	98	18	124	233	317	168
	1979 г.	887	140	14	166	345	222	101
(15)	Женщины							
	1970 г.	789	87	15	152	255	280	145
	1979 г.	880	124	12	212	339	193	101
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	503	19	5	54	118	307	337
	1979 г.	687	31	4	91	259	302	263
(14)	Мужчины							
	1970 г.	534	19	5	46	133	331	339
	1979 г.	719	30	4	77	294	314	244
(15)	Женщины							
	1970 г.	473	19	5	62	103	284	336
	1979 г.	655	33	5	104	223	290	283
(19)	Белорусская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	594	57	12	98	154	273	298
	1979 г.	763	95	10	151	284	223	198
(14)	Мужчины							
	1970 г.	614	61	12	84	150	307	307
	1979 г.	779	98	10	126	292	253	194
(15)	Женщины							
	1970 г.	575	52	12	112	158	241	289
	1979 г.	748	93	11	175	277	192	201
(16)	Городское население							
(13)	Оба пола							
	1970 г.	786	94	16	143	226	307	169
	1979 г.	881	133	13	189	342	204	103

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3)	(4) в том числе					(10)
		высшее и среднее (полное и непол- ное) обра- зование	(5) выс- шее	(6) везе- дичес- ное высшее	(7) среднее специ- альное	(8) среднее общее	(9) испол- ним средне-	нача- лок
(14)	Мужчины							
	1970 г.	789	102	18	126	212	331	180
	1979 г.	885	141	13	161	340	230	104
(15)	Женщины							
	1970 г.	783	86	15	159	240	281	159
	1979 г.	878	126	13	216	341	179	101
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	407	21	7	55	81	240	423
	1979 г.	585	39	6	92	197	251	341
(14)	Мужчины							
	1970 г.	443	22	6	43	89	281	431
	1979 г.	626	37	5	76	224	281	322
(15)	Женщины							
	1970 г.	373	20	8	66	79	200	415
	1979 г.	539	41	7	109	168	214	362
(20)	Узбекская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	663	64	16	75	213	295	191
	1979 г.	848	96	13	120	413	206	120
(14)	Мужчины							
	1970 г.	697	77	19	78	245	278	179
	1979 г.	871	112	14	125	426	194	105
(15)	Женщины							
	1970 г.	625	51	12	71	178	313	204
	1979 г.	825	80	11	115	400	219	136
(16)	Городское население							
(13)	Оба пола							
	1970 г.	734	107	22	120	212	273	169
	1979 г.	873	144	18	165	346	200	102
(14)	Мужчины							
	1970 г.	738	106	23	107	222	280	176
	1979 г.	882	144	18	148	364	208	98
(15)	Женщины							
	1970 г.	729	107	21	136	201	264	160
	1979 г.	863	144	17	184	327	191	107
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	613	35	11	43	213	311	207
	1979 г.	829	58	9	81	467	211	134

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе				(10) началь- ная	
			(5) выс- шее	(6) неза- кончен- ное высшее	(7) среднее спецн- альное	(8) среднее общее	(9) непол- ное среднее	
(14)	Мужчины							
	1970 г.	667	54	17	57	263	276	182
	1979 г.	862	86	11	106	477	182	110
(15)	Женщины							
	1970 г.	556	14	6	28	162	346	233
	1979 г.	794	30	7	60	457	240	159
(21)	Казахская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	654	59	13	103	155	324	239
	1979 г.	807	93	11	154	289	260	159
(14)	Мужчины							
	1970 г.	660	62	13	88	155	342	253
	1979 г.	814	94	11	128	294	287	159
(15)	Женщины							
	1970 г.	646	55	12	121	155	303	223
	1979 г.	800	91	11	182	284	232	158
(16)	Городское население							
(13)	Оба пола							
	1970 г.	730	79	15	127	173	336	200
	1979 г.	851	121	13	183	284	250	125
(14)	Мужчины							
	1970 г.	725	81	15	107	168	354	220
	1979 г.	851	123	14	154	282	278	130
(15)	Женщины							
	1970 г.	734	77	14	148	178	317	177
	1979 г.	852	118	13	214	285	222	119
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	551	32	9	72	131	307	292
	1979 г.	744	52	9	112	297	274	206
(14)	Мужчины							
	1970 г.	573	37	9	62	138	327	298
	1979 г.	764	54	8	94	310	298	197
(15)	Женщины							
	1970 г.	526	26	9	84	123	284	286
	1979 г.	721	50	9	133	282	247	216

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе					(10) началь- ное
			(5) выс- шее	(6) неза- конеч- ное высшее	(7) среднее специ- альное	(8) среднее общее	(9) непол- ное среднее	
(22)	Грузинская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	711	113	19	103	270	204	181
	1979 г.	856	150	14	142	380	170	114
(14)	Мужчины							
	1970 г.	726	121	21	96	265	223	182
	1979 г.	865	156	16	132	381	180	110
(15)	Женщины							
	1970 г.	696	109	16	111	276	184	179
	1979 г.	848	144	13	152	379	160	117
(16)	Городское население							
(17)	Оба пола							
	1970 г.	828	186	26	122	322	172	115
	1979 г.	922	230	20	150	396	117	62
(14)	Мужчины							
	1970 г.	830	186	29	107	313	195	121
	1979 г.	924	236	21	142	396	129	63
(15)	Женщины							
	1970 г.	826	185	24	139	332	146	107
	1979 г.	920	225	18	176	395	106	62
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	596	45	12	81	218	237	246
	1979 г.	781	61	9	124	363	227	170
(14)	Мужчины							
	1970 г.	616	51	13	84	214	254	246
	1979 г.	801	69	10	122	365	235	161
(15)	Женщины							
	1970 г.	575	38	10	84	223	220	246
	1979 г.	766	53	8	125	361	219	180
(23)	Азербайджанская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	674	83	21	100	208	262	182
	1979 г.	832	106	15	127	360	224	126
(14)	Мужчины							
	1970 г.	729	94	25	106	239	265	163
	1979 г.	875	125	18	138	389	205	98
(15)	Женщины							
	1970 г.	605	68	16	92	170	259	206
	1979 г.	755	86	12	115	328	244	116

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе				(10) началь- ное	
			(5) выс- шее	(6) неза- кончя- ное высшее	(7) среднее сведи- тельное	(8) среднее общее		(9) непол- ное среднее
(16)	Городское население							
(13)	Оба пола							
	1970 г.	759	123	29	122	242	243	144
	1979 г.	879	155	21	155	357	191	91
(14)	Мужчины							
	1970 г.	781	127	31	114	252	257	145
	1979 г.	901	163	23	148	377	190	79
(15)	Женщины							
	1970 г.	729	118	25	134	228	224	144
	1979 г.	852	145	19	164	333	191	105
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	563	29	12	71	164	287	232
	1979 г.	774	46	8	91	364	265	169
(14)	Мужчины							
	1970 г.	653	46	17	96	219	275	190
	1979 г.	838	71	11	124	406	226	124
(15)	Женщины							
	1970 г.	462	10	6	43	103	300	278
	1979 г.	712	21	5	60	323	303	213
(24)	Литовская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	496	55	14	91	98	238	371
	1979 г.	711	95	15	160	194	247	247
(14)	Мужчины							
	1970 г.	487	54	13	72	84	264	387
	1979 г.	712	91	13	133	186	289	250
(15)	Женщины							
	1970 г.	507	57	16	110	113	211	353
	1979 г.	708	100	16	186	202	204	245
(16)	Городское население							
(13)	Оба пола							
	1970 г.	656	87	20	120	146	283	271
	1979 г.	806	129	18	184	224	251	167
(14)	Мужчины							
	1970 г.	646	88	19	99	129	311	289
	1979 г.	805	126	18	155	212	294	172
(15)	Женщины							
	1970 г.	665	87	20	141	164	253	253
	1979 г.	806	131	19	210	236	210	162

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе				(10) началь- ное	
			(5) выс- шее	(6) неза- кончен- ное высшее	(7) среднее специ- альное	(8) среднее общее		(9) непол- ное среднее
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	294	15	7	54	36	182	497
	1979 г.	531	33	8	115	137	238	399
(14)	Мужчины							
	1970 г.	291	13	5	38	28	207	507
	1979 г.	549	29	6	95	141	278	386
(15)	Женщины							
	1970 г.	296	17	9	70	46	154	486
	1979 г.	509	37	11	137	132	192	414
(25)	Молдавская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	508	44	11	68	104	281	280
	1979 г.	725	77	9	118	256	265	203
(14)	Мужчины							
	1970 г.	532	47	11	58	107	309	300
	1979 г.	739	78	9	99	266	287	202
(15)	Женщины							
	1970 г.	485	40	11	77	102	255	261
	1979 г.	712	75	9	135	247	243	203
(16)	Городское население							
(13)	Оба пола							
	1970 г.	725	96	20	128	191	290	180
	1979 г.	865	139	14	182	312	218	102
(14)	Мужчины							
	1970 г.	726	101	21	108	181	315	196
	1979 г.	868	146	15	155	306	246	106
(15)	Женщины							
	1970 г.	724	91	18	148	202	265	163
	1979 г.	864	132	14	207	319	192	97
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	396	17	6	37	59	277	331
	1979 г.	625	32	5	73	216	299	275

(1) Продолжение

		(2) На 1000 занятых имеют образование					
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе				(10) началь- ное
			(5) выс- шее	(6) незакон- ченное высшее	(7) среднее специ- альное	(8) среднее общее	(9) непол- ное среднее
(14)	Мужчины						
	1970 г.	428	18	5	32	67	306
	1979 г.	649	31	5	60	238	315
(15)	Женщины						
	1970 г.	366	15	6	42	52	251
	1979 г.	599	33	6	85	193	282
(26)	Латвийская ССР						
(12)	Городское и сельское население						
(13)	Оба пола						
	1970 г.	661	67	21	122	147	304
	1979 г.	795	106	19	175	234	261
(14)	Мужчины						
	1970 г.	649	66	21	111	123	328
	1979 г.	786	104	18	160	212	292
(15)	Женщины						
	1970 г.	673	68	21	133	171	283
	1979 г.	803	108	20	190	256	229
(16)	Городское население						
(13)	Оба пола						
	1970 г.	737	88	26	142	184	297
	1979 г.	838	129	22	189	268	330
(14)	Мужчины						
	1970 г.	731	89	28	135	156	323
	1979 г.	832	131	21	177	244	259
(15)	Женщины						
	1970 г.	742	86	25	149	210	272
	1979 г.	842	127	22	200	290	203
(17)	Сельское население						
(13)	Оба пола						
	1970 г.	502	21	9	81	69	319
	1979 г.	684	45	11	139	149	340
(14)	Мужчины						
	1970 г.	487	20	8	66	56	337
	1979 г.	673	38	8	118	136	373
(15)	Женщины						
	1970 г.	520	29	11	98	83	299
	1979 г.	695	54	13	161	163	304

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе					(10) из них мос
			(5) выс- шее	(6) неза- кончен- ное высшее	(7) среднее специ- альное	(8) среднее общее	(9) непол- ное среднее	
(27)	Киргизская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	643	62	14	92	175	300	210
	1979 г.	804	93	12	132	349	218	151
(14)	Мужчины							
	1970 г.	665	67	15	84	188	311	212
	1979 г.	821	94	12	120	361	234	144
(15)	Женщины							
	1970 г.	619	56	13	101	162	287	208
	1979 г.	787	92	13	145	337	200	158
(16)	Городское население							
(13)	Оба пола							
	1970 г.	740	96	18	132	192	302	172
	1979 г.	861	139	16	176	320	210	110
(14)	Мужчины							
	1970 г.	733	96	18	113	190	316	190
	1979 г.	864	132	15	151	334	232	112
(15)	Женщины							
	1970 г.	747	95	19	152	194	287	153
	1979 г.	858	146	18	203	304	187	108
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	569	35	11	62	163	298	239
	1979 г.	760	58	9	97	372	224	183
(14)	Мужчины							
	1970 г.	614	45	12	63	186	308	229
	1979 г.	788	65	9	95	382	237	169
(15)	Женщины							
	1970 г.	520	25	9	62	137	287	250
	1979 г.	731	50	9	100	362	210	198
(28)	Таджикская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	602	54	14	72	164	298	214
	1979 г.	770	83	10	107	329	241	166

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе				(10) началь- ное	
			(5) выс- шее	(6) неза- кончен- ное высшее	(7) среднее специ- альное	(8) среднее общее		(9) непол- ное среднее
(14)	Мужчины							
	1970 г.	633	64	17	73	183	296	209
	1979 г.	801	103	12	121	331	234	150
(15)	Женщины							
	1970 г.	566	42	10	72	141	301	221
	1979 г.	736	62	8	91	327	248	184
(16)	Городское население							
(13)	Оба пола							
	1970 г.	689	89	19	118	177	286	185
	1979 г.	828	140	16	175	270	227	127
(14)	Мужчины							
	1970 г.	692	91	19	100	188	294	195
	1979 г.	839	141	15	153	288	242	125
(15)	Женщины							
	1970 г.	687	87	19	141	163	277	172
	1979 г.	815	139	17	199	250	210	129
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	536	28	10	37	154	307	237
	1979 г.	734	47	7	64	366	250	191
(14)	Мужчины							
	1970 г.	589	44	15	53	179	298	218
	1979 г.	777	78	10	100	360	229	166
(15)	Женщины							
	1970 г.	473	8	3	18	125	319	259
	1979 г.	687	14	3	26	373	271	217
(29)	Армянская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	697	100	22	81	253	241	184
	1979 г.	868	141	13	137	362	215	104
(14)	Мужчины							
	1970 г.	706	105	23	78	243	259	188
	1979 г.	874	148	14	132	348	232	103
(15)	Женщины							
	1970 г.	683	93	20	85	264	221	181
	1979 г.	861	133	13	143	376	196	106
(16)	Городское население							
(13)	Оба пола							
	1970 г.	780	138	28	96	301	217	144
	1979 г.	917	186	17	155	372	187	68

(1) Продолжение

		(2) На 1000 занятых имеют образование						
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе				(10) началь- ное	
			(5) выс- шее	(6) неза- кончен- ное высшее	(7) среднее специ- альное	(8) среднее общее		(9) непол- ное среднее
(14)	Мужчины							
	1970 г.	778	139	28	87	283	241	154
	1979 г.	915	191	17	144	353	210	72
(15)	Женщины							
	1970 г.	783	138	28	107	322	188	133
	1979 г.	918	181	16	166	393	162	64
(16)	Сельское население							
(13)	Оба пола							
	1970 г.	550	31	11	55	168	285	255
	1979 г.	770	48	7	102	341	272	178
(14)	Мужчины							
	1970 г.	579	43	14	60	168	294	251
	1979 г.	794	60	8	108	340	278	165
(15)	Женщины							
	1970 г.	519	19	8	50	167	275	259
	1979 г.	743	34	5	96	342	266	192
(30)	Туркменская ССР							
(12)	Городское и сельское население							
(13)	Оба пола							
	1970 г.	682	59	12	87	176	348	179
	1979 г.	823	87	10	120	354	252	137
(14)	Мужчины							
	1970 г.	708	70	15	91	190	342	174
	1979 г.	846	108	12	130	346	250	124
(15)	Женщины							
	1970 г.	651	45	9	83	159	355	184
	1979 г.	798	64	9	108	362	255	153
(16)	Городское население							
(13)	Оба пола							
	1970 г.	713	83	15	130	173	312	178
	1979 г.	843	122	14	175	286	246	123
(14)	Мужчины							
	1970 г.	728	86	16	117	184	325	182
	1979 г.	860	131	13	164	295	257	116
(15)	Женщины							
	1970 г.	696	80	15	147	159	295	171
	1979 г.	825	112	15	188	277	233	132
(17)	Сельское население							
(13)	Оба пола							
	1970 г.	646	31	9	40	178	388	180
	1979 г.	802	51	6	63	423	259	152

(1) Продолжение

		(2) На 1000 занятых имеют образование					
		(3) высшее и среднее (полное и непол- ное) обра- зование	(4) в том числе				(10) началь- ное
			(5) выс- шее	(6) неза- кончи- ное высшее	(7) среднее специ- альное	(8) среднее общее	(9) непол- ное среднее
(14)	Мужчины						
	1970 г.	683	51	14	59	196	363
	1979 г.	829	82	10	93	402	242
(15)	Женщины						
	1970 г.	605	10	3	19	159	414
	1979 г.	773	18	3	31	445	276
(31)	Эстонская ССР						
(12)	Городское и сельское население						
(13)	Оба пола						
	1970 г.	660	70	15	118	153	304
	1979 г.	786	108	14	172	229	263
(14)	Мужчины						
	1970 г.	644	69	16	106	128	325
	1979 г.	771	105	14	153	208	291
(15)	Женщины						
	1970 г.	677	71	14	130	178	284
	1979 г.	802	111	15	191	250	235
(16)	Городское население						
(13)	Оба пола						
	1970 г.	733	87	17	130	187	312
	1979 г.	823	125	16	180	262	240
(14)	Мужчины						
	1970 г.	726	90	19	122	159	336
	1979 г.	815	125	16	165	242	267
(15)	Женщины						
	1970 г.	740	85	16	138	212	289
	1979 г.	830	126	15	195	280	214
(16)	Сельское население						
(13)	Оба пола						
	1970 г.	491	30	9	90	75	287
	1979 г.	682	58	11	148	136	329
(14)	Мужчины						
	1970 г.	469	27	8	72	61	301
	1979 г.	654	53	9	122	117	353
(15)	Женщины						
	1970 г.	518	35	11	110	90	272
	1979 г.	713	65	13	178	157	300

Key:

- | | |
|---|----------------------|
| 1. Continuation | 17. Rural population |
| 2. Per 1,000 employed, with education | 18. UkSSR |
| 3. Higher and secondary (complete and incomplete) education | 19. BSSR |
| 4. Including | 20. UzSSR |
| 5. Higher | 21. KaSSR |
| 6. Incomplete higher | 22. GSSR |
| 7. Secondary specialized | 23. AzSSR |
| 8. Secondary specialized | 24. LiSSR |
| 9. Incomplete secondary | 25. MSSR |
| 10. Elementary | 26. LaSSR |
| 11. RSFSR | 27. KiSSR |
| 12. Urban and rural population | 28. TaSSR |
| 13. Both sexes | 29. ArSSR |
| 14. Men | 30. TaSSR |
| 15. Women | 31. ESSR |
| 16. Urban Population | |

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